

Farmingdale State College
Teaching of Psychology: Ideas and Innovations
Proceedings of the 25th Annual Conference

March 25-26, 2011
Tarrytown, New York
Drs. Marya Howell-Carter and Jennifer Gonder, Editors
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FARMINGDALE STATE COLLEGE TEACHING OF PSYCHOLOGY CONFERENCE
2011: CONFERENCE PROCEEDINGS

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Introduction

The 25th Annual Conference on the Undergraduate Teaching of Psychology was held on March 25-26, 2011 at the Double Tree Hotel in Tarrytown, New York. The conference was presented by the Psychology Department of the State University of New York at Farmingdale. The theme for this year's conference was: *The Future of the Undergraduate Psychology Major: New Directions in an Evolving Educational Climate*. The Conference featured a keynote address by William Buskist, PhD: Distinguished Professor in the Teaching of Psychology, Auburn University and Fellow at Auburn's Biggio Center for the Enhancement of Teaching and Learning. The talk was entitled: *The Future of Psychology Education*. In this, our silver anniversary year, we enjoyed an NSF-sponsored program on the APA Guidelines for the Undergraduate Psychology Major entitled *Choosing, Implementing, and Assessing APA's New Guidelines for Undergraduate Psychology Majors*, presented by Drew Appleby, PhD, IUPUI; R. Eric Landrum, PhD, Boise State University; and William Buskist, PhD, Auburn University. Celebration of the 25th anniversary continued with both an invited address by one of the co-founders of the conference, Professor Emeritus Stanley Feist, PhD and the Second Annual Undergraduate Student Research Poster Session. Conference participants also had 31 workshops, discussions and oral presentations from which to choose and many colleagues, new and old, with whom to network. Twenty-six of these proposals or presentations are included in the proceedings.

The success of our conference was due to the continuing efforts of many people, particularly the enthusiastic participation of our presenters and attendees. The conference committee was co-chaired by Drs. Marya Howell-Carter and Jennifer Gonder with the support of Drs. Eugene Indenbaum, Judith Levine, Marilyn Blumenthal, Rommel Robertson, Michael Goodstone, and Department Administrative Assistant, Ms. Barbara Sarringer. We would like to extend our thanks to the National Science Foundation for sponsoring both the APA workshop and a student poster presentation prize through a CCLI/TUES grant; to the Westchester County Psychological Association for its sponsorship of a student prize; and to Farmingdale State College Student Government/Psychology Club for supporting student attendance at the conference.

Dr. Marya Howell-Carter
Dr. Jennifer Gonder
June, 2011

PROGRAM OF PRESENTATIONS

Friday, March 25, 2011

8:00 - 9:00 AM REGISTRATION AND CONTINENTAL BREAKFAST

SESSION 1: 9:00-9:30AM

ROOM 1: ORAL PRESENTATION

Jeffrey S. Nevid: St. John's University

What's the New Idea in Course Assessment? Using Action Verbs as Learning

ABSTRACT: Academic institutions face increasing pressure to evaluate learning outcomes in terms of acquired skills. Organized psychology has begun to address this challenge by developing a set of learning goals tied to specific skills students are expected to acquire in their psychology coursework. These learning outcomes are expressed in the form of action verbs, such as describe, analyze, evaluate, identify, and apply, and so on. This presentation focuses on development of the IDEA Model of course assessment in introductory psychology, which represents an attempt to integrate measurable learning outcomes framed in terms of action learning verbs. The IDEA Model, which is based on an acronym representing the action verbs Identify, Define or Describe, Evaluate or Explain, and Apply, is a heuristic framework for tying specific learning goals to outcomes within the Bloom taxonomy. Data based on implementation of the model will be presented describing the index of discrimination and level of difficulty of particular action verbs.

ROOM 2: ORAL PRESENTATION

Linda L. Dunlap: Marist College

Program Assessment and Self-Study: A Model and Recommendations

ABSTRACT: The Marist College Psychology Department is in its third year of an ongoing cycle of self-assessment, which, in part, is used for a mandatory 5-year-cycle formal evaluation. This discussion will include description of development of a program mission statement and objectives, connections to College and the American Psychological Association Undergraduate education objectives, development and implementation of the timeline for the assessment process method for distributing workload, methods for engaging reluctant participants, assessment instruments, summary of results, and suggestion for revisions to the process also analyzed. In addition, methods for reducing unnecessary "reinvention of the wheel" will be discussed. Discussion of how to involved reluctant participants will also be discussed. Most importantly, methods to ensure optimal use/application of these assessment recommendations will be emphasized.

ROOM 3: ORAL PRESENTATION

Jeanie K. Allen: Drury University

Psychology Across the Curriculum: An Integration of Positive Psychology and a Capstone Course in General Education

ABSTRACT: In this session, attendees will learn the results of the teaching of a class integrating positive psychology and a general education course designed to engage students in an examination of global problems and possible solutions. The presenter will describe the nature of the course; indicate themes that emerged from students' reflective essays regarding the definition of positive psychology, pleasure, happiness, positive thinking, and positive institutions; discuss lessons learned from teaching this course; and suggest future research initiatives.

SESSION 2: 9:35-10:05AM

ROOM 1: ORAL PRESENTATION

Christine Floether and Patricia Inglese: Centenary College

Critical Thinking in First Year Students

ABSTRACT: The Psychology program at Centenary College has been restructuring and redesigning not only the program, but courses continually over the past four years with the underlying pedagogical understanding of developmental stages of the students. Over the course of these last four or five years, it has come to our attention that first year students did not possess specific skills which would help them become successful college students, especially in the field of psychology. After careful consideration it was decided that the psychology department would develop a course for first year psychology students which incorporated critical thinking skill development, as well as a content area. The initial year the content area decided upon was teen murderers. The course was developed using those two concepts and each assignment was designed to touch on both areas whenever possible.

ROOM 2: ORAL PRESENTATION

Teresa K. King and Michelle H. Mamberg: Bridgewater State University

How Do Students Perceive an "Orientation to the Major" Course?

ABSTRACT: While evidence suggests that career-oriented courses effectively accomplish learning objectives, there is little research examining students' perceptions of such courses. This survey study describes students' feedback following a one-credit "Orientation to the Major" course. Of the 20 class topics, students reported that clarifying career paths, preparing for graduate school, and resume-writing were the most helpful. Content analysis of narrative responses indicated students appreciated the orientation to the field, sought concrete information about career paths, and would benefit from researching specific sub-disciplines further. Recommended course refinements aim to empower students to pursue their individual goals.

ROOM 3: ORAL PRESENTATION

William M. Sherman: Southern Connecticut State University

Psychology Goes Hollywood: A Novel Capstone Course

ABSTRACT: This 18-student elective seminar is offered to senior Psychology majors, typically in their final semester in college. Ten "Hollywood-style" feature films are shown that all contain some important central Psychological themes. Students write a three-page APA-style research paper on the theme of their choice for each film. Students report not only thoroughly enjoying the course, but learning about topics that were either not covered at all or merely touched upon in

their more traditional coursework. Data collected indicated a statistically significant increase in knowledge on these specific topics.

SESSION 3: 10:10-10:40AM

ROOM 1: ORAL PRESENTATION

Mary McVey: San Jose State University

Rethinking How We Design Instructional Environments: Meeting the Challenges of Changing Demands in Higher Education

ABSTRACT: Using a case study approach, this presentation will review our experience with redesigning a number of traditional classrooms in order to provide flexible and engaging instructional environments that have the tools (e.g., technology and furniture) that may foster more dynamic instruction and potentially increase student motivation and learning. It will also cover our work on the issue of faculty professional development as well as possible strategies for securing funding to support these efforts. Survey data results from both students and faculty will be reported and links with learning and motivation theories will be discussed.

ROOM 2: ORAL PRESENTATION

Patricia A. Oswald and Katherine Zaromatidis: Iona College

Development of an Institutional Review Board Process for Student Research Projects

ABSTRACT: At Iona College, the Human Subjects Review Board/Institutional Review Board (IRB) was established to assure compliance with applicable laws and regulations and, further, to promote adherence to the highest ethical standards in research on human subjects by Iona's faculty, students, and employees. The college community has struggled with implementing the IRB review process for research projects proposed by undergraduate and graduate students taking methods courses. To streamline the review process, Iona's IRB developed a two-tiered application system: a full IRB review (Tier I) and an expedited departmental review (Tier II). The Tier II review process, which is normally used to review student research proposals, will be discussed.

ROOM 3: ORAL PRESENTATION

Terri Shapiro, Rose Tirotta, Catherine Fisher, and Comila Shahani-Denning: Hofstra University

Distance Learning: How to get the most out of your DL Course

ABSTRACT: Distance learning is becoming more and more popular each year. The Sloan Consortium (2009) reports that in 2008 there were 4.6 million students taking at least one online course, up 17% from the year before. In this presentation we will discuss, based on our experiences, what makes for a successful distance-learning course—from pedagogical, management, and student engagement perspectives.

SESSION 4: 10:45-11:15AM

ROOM 1: ORAL PRESENTATION

Michele C. Baranczyk: Kutztown University and Christina L. Wilson: Colorado State University

Goal Setting in the Classroom

ABSTRACT: Goals-setting is an established method of improving performance in various settings, including the workplace. The current study seeks to exam goal setting in introductory classes at the university level. Two sections of the same course taught by the same professor during the same semester were assessed. One class received performance targets; the other did not. At the end of the term scores and course perseverance will be measured and compared.

ROOM 2: ORAL PRESENTATION

William E. Herman: SUNY Potsdam

Motivational Correlates of Academic Success in an Educational Psychology Course

ABSTRACT: The variables of class attendance and the institution-wide Early Alert Grading System were employed to predict academic success at the end of the semester. Classroom attendance was found to be statistically and significantly related to final average and accounted for 16% of the variance. The new system of Early Alerts that warned students earning the grade of 2.0 and below was found to only marginally improve the prediction of at-risk students. A public method of sharing Exam #1 to Exam #2 improvement with the entire class is also presented as a reinforcement tool that protects the name of individual students.

COFFEE BREAK 11:15-11:30AM

SESSION 5: 11:30-12:30PM

ROOM 1: WORKSHOP

Matthew R. Lee: James Madison University

Gender and Intersectionality

ABSTRACT: The main author presents a workshop on how to explore gender and intersectionality in the classroom using a method of cognitive moral education called dilemma discussion. The goal of this method is not only to help students understand their own values, identities, and cultural experiences and privileges with respect to gender, but also to consider social justice and how their thoughts and behaviors can counter sexism in society. Intersecting work from recent education journals suggest that more interactive methods where students can explore their own identities and values may be more effective in helping students learn new perspectives on relevant topics (e.g., gender, sexism, heterosexism).

ROOM 2: WORKSHOP

Stephen A. Wurst: SUNY Oswego

Scavenger Hunts as Icebreakers in Psychology Courses

ABSTRACT: “Scavenger hunts” have been used as icebreakers in various situations, including schools and business. Scavenger hunts can also be used as a first day activity in psychology courses, not only an icebreaker to have students get to interact, but to introduce students to the potential topic areas that will be covered in the course. Therefore, tailoring the items to include in the “hunt” will be vital to the success of the activity. In this workshop, participants will be

divided into groups based on psychology courses, create items for the scavenger hunt, and participate in one of the hunts.

ROOM 3: WORKSHOP

Barbara Pezzanite: Farmingdale State College

“THIS IS JEOPARDY” Using “Jeopardy” as an interactive technological tool to promote student learning.”

ABSTRACT: Learning can be fun. In comparison to traditional study materials that do not incorporate multimedia technology, computer-based multimedia is effective in improving retention of material (Ludwig, Daniel, Froman, & Mathie 2004), and may increase a student’s motivation to learn (Yarbrough, 2001). Multimedia technology can be used to promote dual coding of information, i.e. visual and auditory, leading to increased comprehension of the material presented (Clark & Paivio, 1991). The use of games, in this case the popular TV game show Jeopardy, incorporates active learning, shown to be highly effective in the learning process (Bonwell & Eison, 1991). This workshop will demonstrate how to create Jeopardy in PowerPoint, and how to effectively utilize it in the classroom as a review session.

LUNCH/KEYNOTE ADDRESS: 12:30 – 2:00PM

Keynote Address: The Future of Psychology Education

William Buskist, PhD: Distinguished Professor in the Teaching of Psychology, Auburn University; Fellow: Auburn’s Biggio Center for the Enhancement of Teaching and Learning

SESSION 6: 2:10-3:10PM

ROOM 1: 25th ANNIVERSARY INVITED ADDRESS

R. Eric Landrum: Boise State University

Psychology Baccalaureates and Skills Assessment: Unmet Challenges and a Clarion Call

ABSTRACT: National trends indicate that in the next ten years 1 million students will earn their bachelor's degree in psychology. Although strong aspirational goals exist via the APA Guidelines (2007), some guideline areas have multiple measures rarely used by psychology departments, and other guideline areas have no nationally available measures. The inability to adequately assess skills our majors possess may be related to student dissatisfaction and perhaps leads to our inability to realize the maximum potential of our students and our discipline. Large-scale recommendations are offered.

ROOM 3: 25th ANNIVERSARY FOUNDERS ADDRESS

Stanley C. Feist, Co-Founder Farmingdale State College Teaching of Psychology Conference

Crisis Intervention: It Is Neither Counseling Nor Therapy

ABSTRACT: Crisis Intervention and Psychological First Aid are somewhat recent additions to trauma treatment. This topic is of increased importance in our world of terrorism and weapons of mass destruction. After a major disaster 10-15% suffer a physical injury; up to 85% have a psychological trauma often with somatic symptoms. Psychological First Aid is administered on

the scene as quickly as safely possible after the incident. It deals only with the immediate situation. Relationships and past traumas are generally not discussed. There is little effort to change psychological defense mechanisms. This is cutting edge material in the practice of Psychology that should be included.

SESSION 7: 3:15-4:20PM

ROOM 1: ORAL PRESENTATION (3:15-3:45PM)

Frederick Tesch, Donna Coelho and Ron Drozdenko: Ansell School of Business/Western Connecticut State University

How do I annoy you? Let me count the ways: A study of classroom distracters

ABSTRACT: Discussions and research on distractions in college classrooms have focused mostly on (a) laptops as instructional tools and as distracters from learning and (b) other electronic devices (e.g., cell phones, MP3 players; Fried, 2008; Lohnes & Kinzer, 2007). Studies typically examine the misuse of technology during class time and its concomitant negative effects on the student and those around him, in effect creating a “digital underlife” (Mueller, 2009). Student-to-student interactions may be another, perhaps major, source of distractions (Young, 2003). Our research approached the problem from a student’s perspective. What events are distracting to students? Do these events differ in intensity? Does distraction caused by external distracters (happen to the student) differ from that produced by self-induced distractions (student’s own behaviors)? Data from a pilot and a follow-up study are presented, validating the instrument and revealing the relative potencies of the distracters. Data from factor analyses are also presented for discussion and ideas for future research.

ROOM 1: ORAL PRESENTATION (3:50-4:20PM)

Allen Salo: University of Maine, Presque Isle

A Journey into Online Journaling: A Test Case with Social Psychology

ABSTRACT: The practice of writing journals (or journaling) has been used by instructors for several disciplines over many years, yet it is not a broad-based practice in the area of psychology. Coupled with emerging technology opportunities (e.g., a dedicated Journal option within Blackboard) and a continued emphasis on writing across the curriculum or intensive writing, the presenter attempted to evaluate the effectiveness of journaling in a section of Social Psychology in an effort to increase productive writing and to determine if other benefits could be discovered. Weekly journal entries have been required with an anticipated summary planned for the end of the fall semester of 2010. A review of past practices of journaling, common findings, and current outcomes from the course will be presented.

ROOM 2: WORKSHOP

Charles LaJeunesse: Misericordia University

A Career Seminar that Makes a Difference

ABSTRACT: This workshop will address a seminar employed by the workshop presenter for over 20 years. Strategies for assessing interests, skills, values and personality will be addressed as means to arrive at an informed career decision. Those tactics found most useful to the

presenter will be offered to participants. Those attending will learn tried and true tactics to help students arrive at an appropriate career choice.

ROOM 3: WORKSHOP

Nicholas P. Salter: Ramapo College of New Jersey and Marissa R. Dragone: Roosevelt Intermediate School

Teaching Industrial-Organizational Psychology in Introduction to Psychology Classes

ABSTRACT: Industrial and Organizational (I-O) Psychology is the scientific study and application of psychology in the workplace. Though it is an important field, it is often left out of high school and college Introduction to Psychology courses. Because I-O is a growing field of psychology, it is important that students learn about the subject at the intro level. In an effort to address this need, we have compiled helpful tools and suggestions for psychology educators to teach I-O psychology in intro level classes. First, we will discuss a survey of high school and university instructors noting various reasons for the absence of I-O psych. Next, we will discuss resources instructors can use to teach the topic. Finally, participants will have a hands-on experience engaging in sample classroom activities they could use in their own classrooms. Participants of the workshop will walk away with tools they can use to teach I-O psychology in their classroom.

SESSION 8: 4:25-5:25PM

ROOM 1: ROUNDTABLE DISCUSSION

Derek Mace and Anita M. Meehan: Kutztown University

Activities for Making the History of Psychology Come Alive

ABSTRACT: Students often anticipate that a course in the history of psychology will be dry and boring—and sometimes it is. The course certainly holds less intrinsic interest for students than many other psychology content courses. Yet the history of psychology is filled with many interesting characters, research studies, and odd tales. The presenters will discuss specific active learning strategies and instructional resources for making the history of psychology come alive while also engaging students in an integrative, capstone experience. The presenters will also solicit ideas from the audience.

ROOM 2: ROUNDTABLE DISCUSSION

James Regan and Alexandra Bernardo: Marist College

Open Educational Resources: Impact on Students and Faculty

ABSTRACT: This session will include an overview of the history and current status of Open Educational Resources (OER). We will define what is meant by OER and review various educational sites where such resources are located. Most importantly, this information will lead to a discussion that addresses the following questions: What are the implications of OER for teaching and learning? Would faculty be willing to share their course content? Will students demand open and thus “free” textbooks? What are the implications of peer reviewed Open Access Journals?

ROOM 4: WORKSHOP

Debra Borden and Donald Borden: Corning Community College

Teach as I Say, Not as I Do: Putting Learning Theory into Practice

ABSTRACT: Our Introduction to psychology courses are packed full of non-psychology major students, most who have grown up with gadgets, gimmicks, sound bits, color and sound – all in a fast paced “why do I need to know this?” environment. Our discipline’s research tells us that to “hook” the learner the material must be presented in an engaging, active manner, yet we continue to lecture theory for 55 minutes. This workshop provides innovative ways to put learning theory into practice. Attendees will build a lesson “blueprint” as well as leave with a myriad of ideas that bring psychology to life while still teaching theory!

Saturday, March 26, 2011

8:00 - 9:00 AM REGISTRATION AND CONTINENTAL BREAKFAST**SESSION 9: 9:00-11:15AM****National Science Foundation-Sponsored Workshop**

Choosing, Implementing, and Assessing APA's New Guidelines for Undergraduate Psychology Majors

Drew Appleby, PhD, IUPUI

R. Eric Landrum, PhD, Boise State University

William Buskist, PhD, Auburn University

SESSION 10: 11:30AM-12:30PM**ROOM 1: ROUNDTABLE DISCUSSION**

Matthew R. Lee, Kristin C. Davidoff, Candace Vanderpoel, Michael J. Ariale, and Victor Tuazon: James Madison University

How a Cultural Diversity Lab Can Meet All Ten APA Goals

ABSTRACT: As the American Psychological Association continues to advance its 10 guidelines for the undergraduate psychology major (2007), faculty seek to develop a more comprehensive experience for their students that helps meet these guidelines. Goal 8 of the APA’s 10 guidelines, knowledge, skills, and values respective of sociocultural and international awareness, has been cited by some (e.g., Sciame-Giesecke, Roden, & Parkison, 2009) as often being difficult to incorporate into the curriculum, given the nature of single-semester coursework. This roundtable presentation proposal intends to provoke a dialogue with participants on the student learning outcomes associated with participating in a cultural diversity-focused research lab where members may gain experience over multiple semesters. The faculty supervisor, selected student members, and one alumnus of the Cultural and Racial Diversity Studies Lab (CARDS Lab) will discuss the personal and professional benefits of joining the lab and how different components of their multi-semester experience contributed and continue to impact their overall learning and growth.

ROOM 2: PANEL DISCUSSION

Roberta T. Paley: Fashion Institute of Technology, SUNY; Joseph H. Moskowitz: New Jersey City University; Ansley W. Lamar: New Jersey City University and Daniel L. Benkendorf: Fashion Institute of Technology, SUNY

Seeking Success with Online Technology – e-textbooks, social networks, websites & student characteristics

ABSTRACT: Online technology is a major component of almost every psychology and, for that matter, every social science course. Whether technology means teaching online, requiring e-textbooks, using computers in the classroom or assigning internet-based term projects, the use of technology is growing exponentially. This panel will take a look at several means of teaching with technology and determine which methods lead to successful results. What do students like and dislike about the online environment when it's brought into a classroom? What makes students successful with technology? Can we determine what will and what will not work?

ROOM 3: WORKSHOP

Diana Milillo: Nassau Community College

Developing Instructional Podcasts Using Windows

ABSTRACT: Developing and enhancing our technological pedagogy is necessary for keeping up with the “millennial” generation of students. This workshop will be an interactive demonstration of how to design and create a podcast, specifically using Windows-based computers. A “podcast” is a recorded program of talk, music, or video made available over the Internet as a file that can be downloaded to a computer or portable device. Podcasts can be especially helpful in reinforcing difficult or abstract concepts, and students can rewind and replay them as many times as they want. Audience members are encouraged to bring their own laptops.

ROOM 4: WORKSHOP

Derek Mace: Kutztown University

Teach Psychology by Teaching Juggling

ABSTRACT: Learning to juggle is easier than it seems. It is not difficult to teach large sections of students to juggle, while only using a small portion of class time. Juggling is then used to discuss reinforcement, motivation, modeling and a host of other basic psychological concepts. In this workshop I will teach attendees to juggle and how to integrate the teaching of juggling into an existing course, the concepts I cover and the practical issues involved. Everyone will also receive their own set of juggling beanbags.

SESSION 11: 12:35-1:05PM

ROOM 1: ORAL PRESENTATION

Matthew R. Lee, Dena Pastor, Amy Wu, Sarah Yi and Amanda Campbell: James Madison University

How Should Faculty Teach About Diversity in the Classroom?

ABSTRACT: Faculty have reported and recommended usage of a variety of classroom techniques to incorporate issues of diversity, including combinations of lecture and class discussion (Sciame-Giesecke, Roden, and Parkison, 2009) and publications reflecting diverse perspectives (e.g., Ocampo et al., 2003). A minority of faculty cite more interactive techniques such as intergroup dialogue (e.g., Nagda, Kim & Truelove, 2004), film showings, and intercultural panels (e.g., Sciame-Giesecke et al., 2009). This study examines college undergraduates ($N = 199$) who completed at least one class in which the content was focused on diversity. Results suggest that diversity content alone is not the most helpful; rather instructors' facilitation skills incorporating multiple perspectives into the classroom, and encouraging students to share their own experiences are more effective. In this presentation, we will present results from a single-site study and discuss implications that correspond with APA's guidelines for the undergraduate psychology major, specifically Goal 8 (sociocultural and international awareness, APA, 2007).

ROOM 2: ORAL PRESENTATION

James Curley and Alexander Nussbaum: St. John's University

The Goals and Pitfalls of Teaching Undergraduate Statistics

ABSTRACT: Statistics is one of the most valuable college courses and disciplines. Statistics is the language of proof in science. An introductory statistics course is a lesson in scientific thinking, one that should increase the students' ability to problem solve and critically think in all areas. But teaching statistics on the undergraduate level offers a number of special difficulties, including student math phobias, and that it is required in majors that students take to avoid math. Also while students have trouble mastering the basics, the statistics they will be consumers of will be advanced. This presentation will discuss the problems of teaching undergraduate statistics, as well as some ideas to make it a productive experience for all.

ROOM 3: ORAL PRESENTATION

Anne L. Bizub: Elmira College

Abnormal Psychology in Bold Relief: Helping Students Learn about Mental Illness In and Out of the Classroom

ABSTRACT: Teaching abnormal psychology can do a lot to help dispel myths and misconceptions about different kinds of mental illness. It may also further help to reduce the devastating impact of stigma, especially for those with serious mental illness (SMI). However, when it comes to defeating the stigma that surrounds mental illness and helping students gain a richer understanding of what it means to be a person who lives with mental illness, the traditional course in abnormal psychology may not take students far enough. Therefore, integrating direct contact with people who have mental illness with classroom education about psychopathology may be a powerful way to achieve both goals. The presentation explores a pilot approach of doing this. Twelve students in an advanced seminar on psychopathology engaged in critical thinking about mental illness by reading accounts of mental illness, particularly memoirs. During this time, they also participated in COMPEER, which matches those who have mental illness with community members to foster friendship. Qualitative and quantitative research showed that the combined experience did have an impact on the way students viewed people with mental

illness, decreasing stigma while deepening their knowledge and understanding of mental disorder.

ROOM 4: STUDENT POSTER SESSION

12:35-1:05PM: (Open to Student Presenters and Judges ONLY)

SPECIAL SESSION 12: 1:05-1:30PM

ROOM 4: STUDENT POSTER SESSION

Open to all conference participants

Poster 1

Candace Vanderpoel: James Madison University

Faculty Sponsor: Matthew R. Lee: James Madison University

Hypodescent and the Categorization of Mixed Two-Minority Race Individuals

ABSTRACT: There are 6.8 million people in the US who consider themselves multiracial (Jones, 2001). This study extends the research on biracial people by examining the theory of hypodescent in mixed-race people of two minority racial backgrounds, where the assumption is that the more salient race is the lower-status racial background (Peery & Bodenhausen, 2008). Subjects ($N = 135$) evaluated monoracial and biracial (African American and Asian American) faces across three types of vignettes (helping, stereotyping, and cross-racial stereotyping). Results revealed participants treated African American and biracial faces similarly in helping-related vignettes, suggesting that hypodescent does not apply across every situation.

Poster 2

David Swiderski: Siena College

Faculty Sponsor: Dean Amadio: Siena College

Using popular television clips to demonstrate Piagetian concepts

ABSTRACT: The present double-blind experiment aimed to examine the effects of manipulating the types of examples presented to students in a ten minute educational session to see whether the use of popular television clips (experimental group) rather than a verbal description of the example (control group) would improve student's scores on items relating to the concepts of psychologist Jean Piaget. The participants were undergraduate students enrolled in general psychology courses and were randomly assigned to either condition. There was a slight improvement found in the experimental condition in an immediate assessment of the participants' knowledge of the material presented and in a more long-term learning evaluation done within 48 hours after the participants were to be tested on the relevant material in their psychology courses, though these differences were not statistically significant ($p < .05$). A significant advantage for the experimental group was found on Piaget-related in-class exam data for one instructor who shared this information with the researchers. Participants in the experimental condition indicated a significantly higher level of enjoyment in their educational session as well ($p < .05$). These findings suggest that using popular television clips as examples in the classroom will not only make the student's educational experience more enjoyable, but could also improve their exam performance as well.

Poster 3

Kristen L. Tuxbury: Wells College

Faculty Advisor: Deborah A. Gagnon: Wells College

Not Just Surviving High School: How Positive Psychology Could Benefit Sexually Abused Girls in Secondary School

ABSTRACT: Negative psychological symptoms almost always accompany childhood sexual abuse, the victims of which are most often female (Macy, 2007). Traditional talk therapies result in some reduction of these negative effects, particularly post-traumatic stress symptoms (Harvey & Taylor, 2010). In addition to disorder-based approaches, however, strengths-based approaches to well being could be adopted to develop more cost effective programs. For instance, female only self defense classes, designed to increase self esteem, could be integrated into existing secondary school physical education curricula, and community service activities, already a graduation requirement in many high schools, could be targeted towards students interested in violence against women and children. Existing empowerment projects such as The Clothesline Project and *The Vagina Monologues* could be enlisted as well. This paper presents the supporting evidence that integrating these types of activities along with traditional counseling methods may enable students to move from being merely survivors of childhood sexual abuse to individuals who thrive despite it.

Poster 4

Rachel A. Kimball: Franklin Pierce University

Faculty Advisors: Emlee Kohler: Franklin Pierce University and Sarah Kuhn: University of Massachusetts Lowell

Lego® Learning in Higher Education

ABSTRACT: Education is a system that touches every individual at some point in one's life. In a learning environment, human performance and learning are dependent on a set of cognitive skills. Instructors use various learning techniques in an attempt to facilitate the acquisition of new information. The use of manipulatives as an aid offers a tangible, concrete means of visualizing abstract ideas, theories, and concepts in higher education. This study examined the difference scores for 32 undergraduate students who worked in groups. Participants were randomly assigned to one of two groups: those who worked with and those who worked without Lego manipulatives. A independent *t*-test examined the difference between the mean scores of the exams. The hypothesis of this study, the mean score for the undergraduate students who worked in groups with Lego would be higher than the mean score for the students who worked in groups without Lego, was not significant. Flaws within the experiment, environmental setting and incentive, may have hindered results and findings. Further research and experimentation will be conducted in order to adhere to the proposition that interaction with tangible materials stimulates learning, even at the college level.

Poster 5

Jamie L. Verner: Franklin Pierce University

Faculty Advisor: Emlee C. Kohler: Franklin Pierce University

The Effect of Athleticism on Reaction Time Ability

ABSTRACT: The relationship between athleticism and visual skills has been the focus of a lot of research in the fields of psychology and biology. Athletic participation and athletic ability have been connected to increased visual reaction time abilities in several studies. Junior high school aged athletes significantly outperformed non-athletes on reaction time, depth perception, and peripheral vision in a study by Ridini (1968). Additionally, research by Kida, Oda, and Matsumura (2004) showed differences in Go/Nogo reaction time were directly related to level of play in baseball players. The current study looks at the differences in reaction time abilities between athletes and non athletes. Athletes are classified into two groups: ball athletes (those involving a ball or puck) and non-ball athletes. It was hypothesized that ball athletes would perform better than non-ball athletes, who would perform better than non-athletes in the reaction time task presented in this study. The reaction time task used measured reaction time (clicking of a computer mouse) after seeing a change in color on a computer screen. The data collected yielded significant differences between groups, $F(2, 27)=6.38, p=.0054$. However, there were only significant differences between ball athletes and non-ball athletes and ball athletes and non-athletes. There was no significance between non-ball athletes and non-athletes. These data partly support the hypothesis that ball athletes would perform better than non-ball athletes, who would perform better than non-athletes in the reaction time task presented in this study. These results offer additional support to previous research illustrating similar relationships.

Poster 6

Brittany Valenti: Farmingdale State College and Emily Goodstone: Binghamton University
Faculty Advisor: Jennifer Gonder: Farmingdale State College

Hybrid virtual teams: An investigation of the mode of introduction and communication on performance and measures of team identity.

ABSTRACT: With changes in the workplace such as globalization and an increased need for outside resources and expertise, modern work teams often rely on virtual means of communication. These *virtual teams* often consist of members that are separated by geography and thus rely solely on electronic modes of communication. Given several criticisms of virtual teams, such as decreased levels of team identification, *hybrid teams* have emerged. These teams make use of both face-to-face and virtual means of communication. The present study was designed to investigate whether the order of meeting (face-to-face or virtual introduction) and the richness of communication media (email vs. instant messaging) affect the overall success of the hybrid team. The research question was investigated using a 2x2 between-subjects factorial design. Three-person teams were randomly assigned to one of four treatment conditions and completed group consensus seeking tasks. Dependent measures included objective performance on the task and team member perceptions of communication, goal clarity, team diversity, satisfaction, and group identity. It is expected that teams which meet face-to-face first and communicate through rich media will have the greatest outcomes.

Poster 7

Rachel L. Baxter: Franklin Pierce University
Faculty Advisor: Emlee C. Kohler: Franklin Pierce University

Provoked Anxiety from Audiovisual Stimulation

ABSTRACT: The connection between audiovisual stimulus and increased anxiety levels has been the focus of some past research. The state-trait anxiety inventory (STAI-Y) can be used to measure levels of anxiety in state and trait terms. Changes in anxiety levels of 30 participants were examined in this study. The participants were randomly assigned two groups, the control and the experimental. All participants answered state anxiety forms before and after the experiment. The control group read the script of a graphic movie scene while the experimental group watched the graphic movie scene. It was hypothesized that anxiety levels would increase significantly more in the participants that watched the scene than those who read it. The data collected yielded a significant difference between groups: anxiety levels increase more in result of audiovisual stimulation as opposed to reading the situation, $t(27)=1.89, p=.0343$. The data supports the hypothesis that anxiety levels are more provoked by watching the scene than reading it. These results offer additional support to previous research illustrating similar relationships.

LUNCH 1:30-2:30PM

Presentation of Student Awards

NSF-Sponsored Feist-Levine Award for Excellence in Undergraduate Psychological Research

WCPA Award for Excellence in Undergraduate Psychological Research

Celebration of Silver Anniversary Conference

Closing Remarks

Special thanks to the National Science Foundation Division of Undergraduate Education and the Transforming Undergraduate Education in Science, Engineering Technology and Mathematics program for its support of The FSC TOP Conference

Farmingdale State College Department of Psychology

Dr. Eugene Indenbaum, Department Chairperson

Dr. Michael Goodstone, Director, Applied Psychology Program

Dr. Rommel Robertson

Dr. Judith Levine

Dr. Marilyn Blumenthal

Ms. Barbara Sarringer, Administrative Assistant

Dr. Jennifer Gonder, Conference Co-Chair

Dr. Marya Howell-Carter, Conference Co-Chair

Our deepest thanks for your help in creating a wonderful 2011 conference. We hope to see you again in 2012 for another great meeting!

What's the New Idea in Course Assessment? Using Action Verbs as Learning Outcomes

Jeffrey S. Nevid, Ph.D., Professor of Psychology and Director of Clinical Training, St. John's University

Summary: Academic institutions face increasing pressure to evaluate learning outcomes in terms of acquired skills. Organized psychology has begun to address this challenge by developing a set of learning goals tied to specific skills students are expected to acquire in their psychology coursework. These learning outcomes are expressed in the form of action verbs, such as describe, analyze, evaluate, identify, and apply, and so on. This presentation focuses on development of the IDEA Model of course assessment in introductory psychology, which represents an attempt to integrate measurable learning outcomes framed in terms of action learning verbs. The IDEA Model, which is based on an acronym representing the action verbs Identify, Define or Describe, Evaluate or Explain, and Apply, is a heuristic framework for tying specific learning goals to outcomes within the Bloom taxonomy. Data based on implementation of the model will be presented describing the index of discrimination and level of difficulty of particular action verbs.

Connections between the APA Undergraduate Psychology Learning Goals and Outcomes and the ACRL Information Literacy Competency Standards for Higher Education

Linda Dunlap
Marist College

The following text is excerpted from the full APA Report *Undergraduate Psychology Major Learning Goals and Outcomes*, and provides explicit links to a marked-up excerpt of the ACRL standards. The numbers highlighted below indicate the relevant sections of the ACRL document and provide direct links to the text.

Structure of the Undergraduate Psychology Learning Goals and Outcomes

In this document we provide details for 10 suggested goals and related learning outcomes for the undergraduate psychology major. These Undergraduate Psychology Learning Goals and Outcomes represent what the Task Force considers to be reasonable departmental expectations for the psychology major in United States' institutions of higher education. We grouped the 10 goals into two major categories:

(I) Knowledge, Skills, and Values Consistent with the Science and Application of Psychology.

This category represents activities that provide hallmarks of psychology education.

Responsibility for development in and assessment of these areas rests primarily with the psychology faculty in coursework or psychology advising, and

(II) Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology.

This category includes activities that usually are part of a general education program or liberal arts education. Responsibility for student development in these areas and assessment of students' achievements tends to be shared across a broader range of disciplines than just psychology; however, psychology coursework can contribute to and expand upon these general education goals in significant ways. In turn, well-developed liberal arts skills can contribute to student achievement within the psychology major.

Each of these categories contains 5 goals: Knowledge, Skills, and Values Consistent with the Science and Application of Psychology

Goal 1. Knowledge Base of Psychology

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2. Research Methods in Psychology

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3. Critical Thinking Skills in Psychology

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4. Application of Psychology

Students will understand and apply psychological principles to personal, social, and organizational issues.

Goal 5. Values in Psychology

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology**Goal 6. Information and Technological Literacy**

Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Goal 7. Communication Skills

Students will be able to communicate effectively in a variety of formats.

Goal 8. Sociocultural and International Awareness

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 9. Personal Development

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10. Career Planning and Development

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Undergraduate Psychology Learning Goals and Outcomes

Each of the 10 goals includes specific, numbered outcomes that articulate suggested strategies for how the goals can be demonstrated. Task force members believe that each goal can be addressed in departments' curriculum designs and assessment plans; however, departments may choose formally to emphasize selected goals and outcomes depending on their emphases,

traditions, or resources. We have designated separate sub-points for particular outcomes to provide further assistance in developing performance expectations. Our emphasis on certain content areas as part of the Undergraduate Psychology Learning Goals and Outcomes should not be construed as dictating course requirements. For example, our emphasis on the development of career skills does not imply that these activities must transpire in a formal course on careers in psychology. Similarly, we are not advocating that separate courses in the history of psychology or group dynamics must be included in the undergraduate curriculum, but leave it to the ingenuity of departments to determine contexts in which students can learn those relevant skills and perspectives.

Knowledge, Skills, and Values Consistent with the Science and Application of Psychology

Goal 1. Knowledge Base of Psychology

Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. [1.2.b](#), [2.2.c](#)

Suggested Learning Outcomes

1.1 Characterize the nature of psychology as a discipline.

- a. Explain why psychology is a science.
- b. Identify and explain the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes.
- c. Compare and contrast the assumptions and methods of psychology with those of other disciplines.
- d. Describe the contributions of psychology perspectives to interdisciplinary collaboration.

1.2 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:

- a. theory and research representing each of the following four general domains:
 1. learning and cognition
 2. individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
 3. biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
 4. developmental changes in behavior and mental processes across the life span
- b. the history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
- c. relevant levels of analysis: cellular, individual, group/systems, and culture
- d. overarching themes, persistent questions, or enduring conflicts in psychology, such as
 1. the interaction of heredity and environment

2. variability and continuity of behavior and mental processes within and across species
 3. free will versus determinism
 4. subjective versus objective perspective
 5. the interaction of mind and body
 - e. relevant ethical issues, including a general understanding of the AP A Code of Ethics
- 1.3 Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
- a. Describe behavior and mental processes empirically, including operational definitions
 - b. Identify antecedents and consequences of behavior and mental processes
 - c. Interpret behavior and mental processes at an appropriate level of complexity
 - d. Use theories to explain and predict behavior and mental processes
 - e. Integrate theoretical perspectives to produce comprehensive and multi-faceted explanations [3.3.a-b](#)
- 1.4 Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
- a. Compare and contrast major perspectives
 - b. Describe advantages and limitations of major theoretical perspectives

Goal 2. Research Methods in Psychology

Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. [1.2.c,e,f](#), [2.1 \(all\)](#), [2.2.f](#), [3.4.d](#)

Suggested Learning Outcomes

- 2.1 Describe the basic characteristics of the science of psychology.
- 2.2 Explain different research methods used by psychologists.
 - a. Describe how various research designs address different types of questions and hypotheses
 - b. Articulate strengths and limitations of various research designs
 - c. Distinguish the nature of designs that permit causal inferences from those that do not
- 2.3 Evaluate the appropriateness of conclusions derived from psychological research.
 - a. Interpret basic statistical results
 - b. Distinguish between statistical significance and practical significance
 - c. Describe effect size and confidence intervals
 - d. Evaluate the validity of conclusions presented in research reports
- 2.4 Design and conduct basic studies to address psychological questions using appropriate research methods. [2.3.d](#)
 - a. Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies
 - b. Formulate testable research hypotheses, based on operational definitions of variables
 - c. Select and apply appropriate methods to maximize internal and external validity and

- reduce the plausibility of alternative explanations
 - d. Collect, analyze, interpret, and report data using appropriate statistical strategies to address different types of research questions and hypotheses
 - e. Recognize that theoretical and sociocultural contexts as well as personal biases may shape research questions, design, data collection, analysis, and interpretation
- 2.5 Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.
- 2.6 Generalize research conclusions appropriately based on the parameters of particular research methods.
- a. Exercise caution in predicting behavior based on limitations of single studies
 - b. Recognize the limitations of applying normative conclusions to individuals
 - c. Acknowledge that research results may have unanticipated societal consequences
 - d. Recognize that individual differences and sociocultural contexts may influence the applicability of research findings

Goal 3. Critical Thinking Skills in Psychology

Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. [Standard 3 \(all\)](#)

Suggested Learning Outcomes

- 3.1 Use critical thinking effectively.
 - a. Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
 - b. Identify and evaluate the source, context, and credibility of information
 - c. Recognize and defend against common fallacies in thinking
 - d. Avoid being swayed by appeals to emotion or authority
 - e. Evaluate popular media reports of psychological research
 - f. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement
 - g. Make linkages or connections between diverse facts, theories, and observations
- 3.2 Engage in creative thinking.
 - a. Intentionally pursue unusual approaches to problems
 - b. Recognize and encourage creative thinking and behaviors in others
 - c. Evaluate new ideas with an open but critical mind
- 3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
 - a. Identify components of arguments (e.g., conclusions, premises/assumptions, gaps, counterarguments)
 - b. Distinguish among assumptions, emotional appeals, speculations, and defensible evidence
 - c. Weigh support for conclusions to determine how well reasons support conclusions
 - d. Identify weak, contradictory, and inappropriate assertions
 - e. Develop sound arguments based on reasoning and evidence

3.4 Approach problems effectively. [1.1 \(all\)](#), [1.4 \(all\)](#), [2.2 \(all\)](#), [2.4 \(all\)](#), [3.4 \(all\)](#)

- a. Recognize ill-defined and well-defined problems
- b. Articulate problems clearly
- c. Generate multiple possible goals and solutions
- d. Evaluate the quality of solutions and revise as needed
- e. Select and carry out the best solution

Goal 4. Application of Psychology

Understand and apply psychological principles to personal, social, and organizational issues. [Harmonizes with Standard 5](#)

Suggested Learning Outcomes

- 4.1 Describe major applied areas of psychology (e.g., clinical, counseling, industrial, organizational, school, health).
- 4.2 Identify appropriate applications of psychology in solving problems, such as
 - a. the pursuit and effect of healthy lifestyles
 - b. origin and treatment of abnormal behavior
 - c. psychological tests and measurements
 - d. psychology-based interventions in clinical, counseling, educational, industrial/organizational, community, and other settings and their empirical evaluation
- 4.3 Articulate how psychological principles can be used to explain social issues and inform public policy.
 - a. Recognize that sociocultural contexts may influence the application of psychological principles in solving social problems
 - b. Describe how applying psychological principles can facilitate change
- 4.4 Apply psychological concepts, theories, and research findings as these relate to everyday life.
- 4.5 Recognize that ethically complex situations can develop in the application of psychological principles.

Goal 5. Values in Psychology

Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science. [Harmonizes with Standard 5](#)

Suggested Learning Outcomes

- 5.1 Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.
- 5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
- 5.3 Seek and evaluate scientific evidence for psychological claims.

- 5.4 Tolerate ambiguity and realize that psychological explanations are often complex and tentative.
- 5.5 Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.
- 5.6 Assess and justify their engagement with respect to civic, social, and global responsibilities
- 5.7 Understand the limitations of their psychological knowledge and skills.

Knowledge, Skills, and Values Consistent with Liberal Arts Education that are Further Developed in Psychology

Goal 6. Information and Technological Literacy

Demonstrate information competence and the ability to use computers and other technology for many purposes.

Suggested Learning Outcomes

- 6.1 Demonstrate information competence at each stage in the following process:
 - a. Formulate a researchable topic that can be supported by database search strategies [Standard 1](#)
 - b. Locate and, choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology and Western boundaries [Standard 2](#)
 - c. Use selected sources after evaluating their suitability based on [Standard 3](#)
 - appropriateness, accuracy, quality, and value of the source
 - potential bias of the source
 - the relative value of primary versus secondary sources, empirical versus non-empirical sources, and peer-reviewed versus nonpeer-reviewed sources
 - d. Read and accurately summarize the general scientific literature of psychology
- 6.2 Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data. [Standard 4](#)
- 6.3 Use information and technology ethically and responsibly. [Standard 5](#)
 - a. Quote, paraphrase, and cite correctly from a variety of media sources
 - b. Define and avoid plagiarism
 - c. Avoid distorting statistical results
 - d. Honor commercial and intellectual copyrights
- 6.4 Demonstrate these computer skills:
 - a. Use basic word processing, database, email, spreadsheet, and data analysis programs
 - b. Search the World Wide Web for high quality information
 - c. Use proper etiquette and security safeguards when communicating through email

Goal 7. Communication Skills

Communicate effectively in a variety of formats.

Suggested Learning Outcomes

7.1 Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

- a. Demonstrate professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context
- b. Use APA style effectively in empirically-based reports, literature reviews, and theoretical papers [5.3.a](#)

7.2 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).

7.3 Exhibit quantitative literacy.

- a. Apply basic mathematical concepts and operations to support measurement strategies
- b. Use relevant probability and statistical analyses to facilitate interpretation of measurements
- c. Articulate clear and appropriate rationale for choice of information conveyed in charts, tables, figures, and graphs
- d. Interpret quantitative visual aids accurately, including showing vigilance about misuse or misrepresentation of quantitative information

7.4 Demonstrate effective interpersonal communication skills.

- a. Listen accurately and actively
- b. Use psychological concepts and theory to understand interactions with others
- c. Identify the impact or potential impact of their behaviors on others
- d. Articulate ideas thoughtfully and purposefully
- e. Use appropriately worded questions to improve interpersonal understanding
- f. Attend to nonverbal behavior and evaluate its meaning in the communications context
- g. Adapt communication style to accommodate diverse audiences
- h. Provide constructive feedback to colleagues in oral and written formats

7.5 Exhibit the ability to collaborate effectively. [3.6 \(all\)](#)

- a. Work with groups to complete projects within reasonable timeframes
- b. Solicit and integrate diverse viewpoints
- c. Manage conflicts appropriately and ethically
- d. Develop relevant workplace skills: mentoring, interviewing, crisis management

Goal 8. Sociocultural and International Awareness

Recognize, understand, and respect the complexity of sociocultural and international diversity.

Suggested Learning Outcomes

- 8.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.
- 8.2 Examine the sociocultural and international contexts that influence individual differences.
- 8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.
- 8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.
- 8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.

Goal 9. Personal Development

Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement. [3.5 \(all\)](#), [4.2 \(all\)](#)

Suggested Learning Outcomes

- 9.1 Reflect on their experiences and find meaning in them.
 - a. Identify their personal and professional values
 - b. Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on psychological principles
- 9.2 Apply psychological principles to promote personal development.
 - a. Demonstrate self-regulation in setting and achieving goals
 - b. Self-assess performance quality accurately
 - c. Incorporate feedback for improved performance
 - d. Purposefully evaluate the quality of one's thinking (metacognition)
- 9.3 Enact self-management strategies that maximize healthy outcomes.
- 9.4 Display high standards of personal integrity with others.

Goal 10. Career Planning and Development

Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Suggested Learning Outcomes

- 10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) to formulating career choices.
- 10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the work force, post-baccalaureate education, or both.
- 10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.
- 10.4 Identify and develop skills and experiences relevant to achieving selected career goals.

10.5 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.

Report template

Psychology objectives end of year report.

Each individual or group of faculty responsible for each objective is asked to fill out the following using Times Roman 12 point font. Heading should be in bold please.

Objective 1: (state the objective in full)

Responsible person(s): (list all individual's responsible)

Summary of 2010/2011 activities:

Relationships to APA new goals:

Recommendations based on data:

Plans for future data collection: (indicate when and what will be done in the next year or two).

Please attach any instruments or data summary sheets with your report.

In advance thank you.

Linda

Critical Thinking in First Year Students

Dr. Christine Floether: Assistant Professor of Psychology, Centenary College, Hackettstown, NJ
Mrs. Patricia Inglese: Teaching Assistant at Centenary College

Critical Thinking as a Psychologist was presented by Christine Floether, PhD. The presentation was also authored by Patricia Inglese, MS who was not present on the day of the presentation. The presentation material was gathered at Centenary College, Hackettstown, New Jersey.

Abstract:

The Psychology program at Centenary College has been restructuring and redesigning not only the program, but courses continually over the past four years with the underlying pedagogical understanding of developmental stages of the students. Over the course of these last four or five years, it has come to our attention that first year students did not possess specific skills which would help them become successful college students, especially in the field of psychology. After careful consideration it was decided that the psychology department would develop a course for first year psychology students which incorporated critical thinking skill development, as well as a content area. The initial year the content area decided upon was teen murderers. The course was developed using those two concepts and each assignment was designed to touch on both areas whenever possible.

“Education is what remains after one has forgotten everything one learned in school” (Einstein). He was no doubt referring to the development of one’s ability to critically consider one’s work, one’s life, and the world. This, like so much of Einstein’s thought was progressive as demonstrated by the burgeoning focus on Critical Thinking as a measure of success in higher education. A recently published book titled, *Academically Adrift: Limited Learning on College Campuses*” shines a critical light on higher education, suggesting that quality as measured by the development of critical thinking skills is lacking in many United States colleges and universities.

While government is promoting efforts to increase high school and college graduation rates, that goal alone does little to address academic rigor and quality and in some respects may actually be detrimental and at cross purposes. In a recent New York Times article it was demonstrated how many high school graduates lack basic skills and enter college at a deficit. Due to the beginning deficit, these same students do not progress sufficiently. In this same article the New York Department of Education admitted that while rates of high school graduation have increased, many of these graduates leave high school lacking basic skills and unequipped to compete in rigorous academic programs.

The development of critical thinking skills is essential to raising thoughtful citizens capable of managing within a complex world and progressing American society.

We began to imagine this course in a piecemeal method which culminated in a 16 week progressive, building block helping, at least we believed, first year students gain some of these skills prior to progressing to more rigor and academic intense courses. We believed that the following aspects were needed to teach critical thinking skills: cultivating an environment which

allowed the student the desire to know; allowing the student the opportunity to value the reasoning process involved in critical thinking; and lastly exhibiting an open-mindedness, both toward academic domain as well as in daily life. As an aside, as most of us are aware, open-mindedness should be a characteristic of those of us in the mental health field as that characteristic helps to create a trusting environment for therapy.

The definition of critical thinking we employed throughout the semester was the following, “Critical thinking is the process of actively conceptualizing, applying, analyzing, synthesizing, and evaluating information as a guide to action.” If one were to post the question, “do you critically think?” to a class of students, especially first years, most of them would answer quickly and emphatically – “Yes” without taking a moment to critically consider the distinction between “thinking” and “critically thinking”. Of course we all think, but many of our thoughts are biased and erroneous often based on emotion, desire, or beliefs. Before students can be taught individual skills, they must first understand that critical thought is systematic, objective, and employs sound reasoning, producing not random but quality thought that can be used to evaluate arguments and promote debate and discussion, make sound decisions, and progress intellectually which can only enhance personal, academic, and professional well being. A concerted effort must be made to integrate the teaching and practice of critical thinking skills into academic courses.

So, what did we do? As a department, we addressed the lack of skills in our students which are needed for academic success. One of the major areas, and one most connected to the other deficits, was the inability to critically think, the lack of ability to delve into a matter and discover other opinions and research. The department decided to focus our first year course on developing Critical Thinking skills in a precise manner where the students might improve the skills while exploring an interesting topic and not even realize they are learning a so-called tedious skill. Fall of 2010 was the first time we ran the course, and after several “false starts” it was decided to teach the perspective from the mind of an adolescent who murders. The topic was age-relevant, provocative, and we felt, might provide the students the desire to explore the material. The objectives of the class included: choosing an appropriate research article on a topic, analysis of statistics, exploration of several “reasons” why a teenager might turn to murder to cope with their lives, and the possibility of some integration in a final project. We wanted the course to teach skills of success as well as be academic challenging, if not rigorous, while teaching how to think critically.

In this vein we knew we were going to have to re-teach several already learned “bad behaviors”, such as web search for research, lack of understanding of supporting opinions, and basic writing skills for college. We realized that the current zeitgeist of American culture is one of abundance, quantity over quality. Correspondingly, technology provides students with instantaneous access to a virtual infinite amount of information. The presentation of these volumes of available data creates the illusion of learning, but represents only the first step in the process; collection of data. This step however is lacking in intellectual depth. While this element is important, the “next steps” represent the core qualities of critical thought; analysis and evaluation. Teaching students to take the next step is crucial to the development of critical thinking, but before the process can begin, you have to know where you are.

That is where we began. On the first day of class we purposely spent extra time reviewing the syllabus in detail. We discussed each of the assignments during the course of the semester, each of the types of tests to be given, the concept of the final project, and overall expectations and requirements for the course. The class was asked numerous questions for clarity and understanding. They were encouraged to begin asking questions and thinking about their skills at the current time. We asked each student to predict, based on expectations and descriptions, what they believed the final outcome would be for them in the form of a grade. They were instructed to write their names and their projected grades onto a note card which was stapled to a blank piece of paper. They were then instructed to write a paragraph as to why they thought they would earn that grade. The purpose of this assignment was to gain baseline data on these students' ability to critically think. As anticipated we received superficial responses. The majority stated something such as, "I always get A's that's why I said an A", or "I said B because I did not wish to appear to be egotistical". For the most part no one connected their response to the expectations of the course.

After that was completed, the students were asked to write a paragraph or two answering the question, "Who Am I?" The reason for the assignment was twofold; we wanted to see what they would present, as well as their biographies became a comparison to the biographies of the teens who kill. Happily, all the students completed the task on time, but the responses ranged from superficial to exhibiting some, albeit slight, critical thinking.

Student A: "I was born in the winter of 1992, in New Jersey. I have one sister, who is almost 3 years older than me and she is my best friend. Growing up I had a normal, happy childhood."

Student B: "Most of my life was made up of running, writing, studying, and thinking. When I wasn't doing those things I was a part of the Lutheran Church for a few years."

Student C: "My family is the most important factor of my life and I cherish every moment I get to spend with them."

Student D: "The divorce did not impact me that badly because my parents remained friends."

These four examples showed us that many of the students say what "pops into" their minds without thought or processing the information. It was clear that not one student thought, what is important for the professors to know about me; or why this fact and not another.

It was clear to us that the students were not showing clear evidence of critical thinking. We needed to re-assess their understanding of critical thinking, the ability to understand what it means to be an active learner, one who is responsible for their education, and a student who has an opinion and understands how to present the information. We were using as a helpful tool a workbook, entitled NOT SURE NOR BY WHOM MUST GET THIS INFORMATION. We had them read certain, specific chapters which defined the concept for them and the steps required to be a critical thinker. Some of the activities involved in this book gave us an understanding of where the students stood with regard to what critical thinking is and how to utilize this in daily life. The responses to "What is critical thinking" again showed a stair step developmental process. There were some students who showed some increased level of deeper thought than

their previous two assignments, and others clearly did not. As this was their first academic assignment, it was important to gather data from their responses to “What is critical thinking?”

Student A: “Analyzing and deciding which information is fact and what is misleading.”

Student B: “Critical thinking is sorting out good and faulty information. Then after deciding what to believe and not believe, one then has to decide the most effective way of using the information.”

Student C: “Critical thinking involves understanding what is useful evidence and sound reasoning.”

Student D: “Critical thinking is using analytical thinking skills to piece together a statement....figuring it out!”

As we continued through the semester adding information about subjects such as: ease of weapons, drugs and alcohol abuse, gangs and cults, mental illness, and other contributing factors, we wanted the students to become active participants. We encouraged discussion whenever possible and encouraged students to questions sources and information, both from the professors and from each other as well. Research has shown that active learning increases retention and promotes critical thinking. Active learning is basically involving students in the process by doing more than listening; by engaging students and have them continually participate in the class material. The “lecture” is transformed into a discussion with peers, teachers and is aimed at identifying relevant information, discussing the implications of information, creating the opportunity to identify gaps, form assumptions, evaluate arguments, and answer questions. When class size or baseline skills do not allow for productive discussion, active learning can be achieved through collaboration, where small groups can discuss and address specific questions, concepts and problems.

We felt we accomplished this in a two-fold manner. Both in the classroom creating an environment in which the students were comfortable discussing the materials of the course, asking questions, and being subjected to questions. We also felt we provided feedback on assignments in a personal, caring manner. After a major assignment was submitted and graded, we sat with students on an individual basis to discuss the feedback and how they could improve their overall writing, and their critical thinking. Frequent questions were “who says this?”, “where did you find this information?”, and “please develop your thoughts more”. The students responded well to the personal feedback and their second submissions were improved.

In reality we used the class content “the mind of a teen aged killer” to teach and prompt active learning. While the discussions were centered on the subjects already discussed, we helped by monitoring their reasoning; pointed out errors in logic; helped them dispense with biased, judgmental language. We would have the students summarize what we, or another student, would say in their own words and then elaborate on what was said. We would have them relate the issue or content to their own knowledge or experience, as well as that of the teen killers being studied. We offered examples to clarify or support what they said, and encouraged them to do the same. Most importantly, we helped them make connections between related concepts.

One of the concepts we introduced was that of logical reasoning. As critical thinking is based on sound, logical reasoning which can be used to analyze data, assumptions, and even

conclusion, we felt it imperative to help with this. Solid reasoning leads to quality arguments as well as sound academic criticisms. Logical reasoning is the foundation for evaluation of data which is the basis of good decision making as well as developing persuasive arguments. To this purpose we discussed deductive and inductive reasoning with the class and had them develop a debate to answer the following question, “what reason from those discussed in the classroom to this point, do you think most responsible for creating a teen who murders.”

This assignment was used as a dress rehearsal for the final, formal presentations in the classroom. The parameters were clear, and incorporated much of what they would be using for their final presentations: statistical evidence, a journal article supporting their opinion, examples of said behavior, and the student needed to make a convincing, cogent, logical argument. As each student presented they received feedback from us as well as their classmates, which were pointedly suggesting how to make a better argument. The last presenter showed the class what was meant. This particular student took all the suggestions to heart, was making notes on their note cards, and changed their presentation mid-stream to reflect the comments given to others. We felt we had a breakthrough!

From that point to the completion of the course, we began to work on the integration of materials. How to take materials from seemingly unrelated sources and create this piece of finished work which was comprehensive, logical, and exhibited thought. We informed the students they could not use direct quotations, but needed to paraphrase all materials, adding another element of processing and analyzing information. Although met with distinct groans, they took on the challenge. We were attempting to systematically teaching the students to evaluate, analyze, and synthesize information using sound logic. This, we assured them, would create critical thinkers.

Our goal at this point was to have the student draw conclusions. We felt that we had given them the tools to do so, as well as laid the foundation for content materials. They now needed to “step up” and identify patterns, relationships, analogies, while using prior knowledge and information base. Their final project was to be presented both written and verbally and needed to incorporate several aspects: a biography of a teen murderer they had chosen to explore, a brief description of the crime itself, statistics regarding this type of crime (by weapon, age, gender, person murdered) with interpretation of what that meant for their teen murderer, a rationale as to why this person used murder as a solution, and a synthesis of the course materials as they pertained to their teen killer. We understood the daunting, academic challenge this was going to present to first year students.

We were pleasantly surprised. Each of our ten students presented in an academic manner. They showed clear evidence of critical thinking. Although each student is at a different skill level in the process, they all showed some ability to process information in an academic manner with support. One student tried to rely on direct quotations, and showed little evidence of critical thinking, basically placing one piece of borrowed material after another. Other papers and presentations soared to the level of our expectations. Four in particular met the challenge.

Student A: chose Jeffrey Weise as their teen who murdered. This person felt that depression was the key to Jeffrey's behavior. This student based their choice of rationales on clear thinking.

Student B: chose Rodrick Ferrell and felt he committed his crime due to involvement with gangs and cults. His parent's influence in this respect created an atmosphere in Rodrick's life in which joining was "a given."

Student C: chose Eric Smith. This person felt that Eric's long history of being bullied by other children made him take out his anger and lack of belonging on another child. The other child was littler than him, and was murdered over a snack.

Student D: chose Edmund Kemper who started his career as a murderer as a teen and finished as a young adult. This student was able to exhibit the highest degree of critical thinking as a rash of numerous rationales were listed and discussed, and then discarded as the "real" reason emerged. Edmund Kemper was abused by his mother as a child.

How Do Students Perceive an “Orientation to the Major” Course?

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Abstract

While evidence suggests that career-oriented courses effectively accomplish learning objectives, there is little research examining students' perceptions of such courses. This survey study describes students' feedback following a one-credit “Orientation to the Major” course. Of the 20 class topics, students reported that clarifying career paths, preparing for graduate school, and resume-writing were the most helpful. Content analysis of narrative responses indicated students appreciated the orientation to the field, sought concrete information about career paths, and would benefit from researching specific sub-disciplines further. Recommended course refinements aim to empower students to pursue their individual goals.

Description of presentation

While there is evidence suggesting that career-oriented courses are effective in increasing course relevant knowledge (e.g., Dillinger and Landrum, 2002; Thomas and McDaniel, 2004), very little research has examined students' perceptions of such courses. Courses on careers for psychology majors can generally be classified as either designed (a) to be taken early in the college career, to ensure that students make the most out of their undergraduate experience, or (b) to be taken by seniors who are more prepared to focus on graduate school and career options. Recently, Roscoe and Strapp (2009) reported student evaluations of a 4-credit capstone course designed to prepare students for a career in psychology. Their findings suggest that students found the course very helpful and, furthermore, that students who had completed the course felt more satisfied with their preparation for graduate school and for entering the job market, compared to students who did not take the course. In contrast, relatively little is known about students' perceptions of the less intensive career-oriented courses aimed at students entering the major.

The purpose of this research is to describe the development of a one-credit “Orientation to the Major” course and to assess students' perceptions of the course. This course was designed to help psychology students navigate the major more thoroughly, so they may better prepare themselves to make decisions about graduate school and employment upon receiving the B.S. degree. A secondary goal was to emphasize the scientific nature of psychology as a discipline so that students would fully understand the nature of the coursework they had committed to as psychology majors. Participants ($N=160$) were undergraduate students attending Bridgewater State University – a mid-sized state school in the Northeast. The “Orientation to the Psychology Major” course was introduced into the curriculum in the fall of 2009 as a required course for all psychology majors. Data was collected from all four sections of the course taught by three instructors in Fall, 2009 and Spring, 2010.

Participants included 140 (87.5%) women and 20 (12.5%) men. There were 50 (31.6%) freshman, 45 (28.5%) sophomores, 55 (34.8%) juniors, and 8 (5%) seniors. Transfer students

composed roughly half of the sample ($n = 78$; 49.1%). That half was fairly evenly split between students who transferred from a 2-year (52.6%) and those who transferred from a 4-year college (47.4%). At the end of the semester, a brief questionnaire was administered that asked students to reflect upon the usefulness of the course. In particular, students were asked which class topics they found the most helpful, which class topics they found the least helpful, and whether there were any topics they wanted to learn more about. Out of the 20 main topics, students reported clarification of career paths (28.1%), preparing for graduate school (21.9%), and a workshop on preparing resumes (18.7%) were the most helpful. Regarding the least helpful class topic, most frequently no response was given (30.6%), next was study abroad (11.2%), and the third most frequent response was student success skills (8.2%). It should be noted, however, that more students reported the study abroad topic was helpful (15%) than was unhelpful (11.2%). The most frequent response to the question, “What would you have liked to learn more about?” was no response (40.6%), the second most frequent response was career paths (20%), while the remainder of the various responses all had frequencies below five percent. There were no significant differences in topic preferences by gender or class rank.

A content analysis was conducted to address our overall assessment question, “How can the Orientation class be improved to better support the major and address students’ needs?” Two open-ended survey items elicited students’ perceptions of and feedback for improving the course. These narrative responses were coded for thematic content. Analyses of student comments provided further support that students are eager for more depth and breadth about the field psychology. Content-related themes included requests for even more coverage of particular subfields, a wider variety of speakers, as well as more direct guidance in selecting one’s own career path. Feedback about course structure included concerns about the attendance policy and the mandatory status of the course. Based on these findings, suggestions for developing and improving “Orientation to the Major” courses will be discussed.

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Psychology Goes Hollywood: A Novel Capstone Course

William M. Sherman, Ph.D.

Southern Connecticut State University

Serving as a capstone course with the intent of culminating their undergraduate careers with us, senior Psychology majors are offered an 18-student seminar as an elective course in their final semester in college. The current prerequisite for the course is 12 credits in Psychology (four courses) beyond the Introductory course. Additional prerequisites – for example, Abnormal Psychology and/or Experimental Research Methods – could be added. Based on the format of other courses in our university's curriculum (e.g., "American History Through Film") and on the textbook *Movies & mental illness: Using films to understand psychopathology* (Wedding, Boyd, & Niemic, 2010), this course illustrates a number of important Psychological themes as depicted through Hollywood-style motion pictures.

The class meets once a week for 150 minutes and ten films are shown during the course of the semester. The films are shown in class – as opposed to having the students view the films on their own time – because of the enhanced class social dynamic that takes place and the welcome opportunity to debrief from and discuss the films as a group. In the week between class meetings, students must choose the theme illustrated in the film that interested them the most and then write a three-page APA-style research paper on that topic. All papers must contain at least two references from the professional literature (journal articles). Therefore, in sum, students will write ten research papers, a total of 30 pages, with at least 20 references during the course of the semester. As the course has a maximum enrollment of 18, it has always closed within the first hour of on-line senior registration.

In their research papers, students explore one of the central Psychological themes depicted in the film. This often involves a more in-depth examination of the topic than what they have been exposed to in their more traditional coursework. In fact, many report never learning about or critically thinking about these topics before. In addition, it is explained to students that most feature films are clearly not documentaries. That is, as their main intent is to entertain (and, hence, make money) and not necessarily to educate, they often take liberties with the facts or details. Therefore, in their papers, students are also to discuss the depiction of the Psychological theme with regard to its accuracy. For example, some films suggest that such mental illnesses as Schizophrenia may be caused by harsh parenting or that love and compassion can cure such serious mental illness. Finally, although their papers are not intended to serve the function of, for example, a newspaper's film critic's review, I certainly want to know if they liked the film and "if it worked" for the intended purpose of stimulating thought, discussion, research, and understanding.

Students complete three rating scales or evaluations during the semester. First, students keep a log of the topic they researched and wrote about for each film and then, on a simple 1 – 10 scale, they note how much each film "worked" for them. That is, this is some combination of how much they liked the film, how easy it was to delineate the central theme, and how easy it was to research and find relevant literature for their paper. Typically, the film or two with the lowest rating is dropped from the curriculum the next time the course is taught. Second, students rate on a 1 – 10 scale how much they knew about the paper topic before vs. after they watched the film, read the literature, and wrote their paper. For the most recent semester the course was taught, statistical analysis ($t = -9.25$, $df = 13$) showed a statistically significant ($p < .0001$) increase in knowledge (mean before = 3.8; mean after = 7.4). Lastly, use of standard student

course evaluations indicates that they thoroughly enjoyed the course and believe they gained a lot from it.

Let me illustrate some of the films shown in previous semesters and the topics students researched and wrote about:

“Nuts”	sexual abuse, prostitution, competency to stand trial, “sanity/insanity”
“Ordinary People”	suicide, survivor guilt, depression, PTSD, death of a child, family dynamics
“Kramer vs. Kramer”	work-family balance, divorce, single parent families, abandonment
“Girl, Interrupted”	borderline personality disorder, depression, suicide, psychiatric hospitalization
“On Golden Pond”	aging, depression, family dynamics, dementia
“Transamerica”	male prostitution, sex change, family dynamics, Gender Identity Disorder
“Primal Fear”	malingering, not guilty by reason of insanity (NGRI), Dissociative Identity Disorder, clergy sexual abuse

For faculty members who are not “clinically-oriented” and don’t want to teach the course as revolving around mental illness, there are many other films that illustrate a wide variety of non-clinical themes. Some of these include:

“Billy Elliott”	gender role stereotypes
“12 Angry Men”	persuasion, prejudice, conformity
“Nell”	language development, feral children
“Midnight Cowboy”	counter-culture, homelessness, male prostitution
“Easy Rider”	counter-culture, drugs

Development of an Institutional Review Board Process for Student Research Projects

Patricia A. Oswald, Ph.D. and Katherine Zaromatidis, Ph.D.

Iona College

Abstract

At Iona College, the Human Subjects Review Board/Institutional Review Board (IRB) was established to assure compliance with applicable laws and regulations and, further, to promote adherence to the highest ethical standards in research on human subjects by Iona's faculty, students, and employees. The college community has struggled with implementing the IRB review process for research projects proposed by undergraduate and graduate students taking methods courses. To streamline the review process, Iona's IRB developed a two-tiered application system: a full IRB review (Tier I) and an expedited departmental review (Tier II). The Tier II review process, which is normally used to review student research proposals, will be discussed.

Development of an Institutional Review Board Process for Student Research Projects

Dr. Patricia A. Oswald is a full-time professor of psychology at Iona College who has taught a variety of courses including introductory statistics, advanced statistics, research methods, advanced research methods, and a number of industrial-organizational psychology courses. Dr. Katherine Zaromatidis is a full-time associate professor at Iona College. Her teaching experiences include introductory statistics, research methods, educational psychology, and a variety of assessment courses.

At Iona College, the Human Subjects Review Board/Institutional Review Board (IRB) was established to assure compliance with applicable laws and regulations and, further, to promote adherence to the highest ethical standards in research on human subjects by Iona's faculty, students, and employees. The college community has struggled with implementing a practical and effective IRB review process for research projects proposed by undergraduate and graduate students taking methods courses. To streamline the review process, Iona's IRB developed a two-tiered application system: a full IRB review (Tier I) and an expedited departmental review (Tier II).

Responses to a number of decision-tree questions determine whether it is appropriate for students to submit a Tier I or Tier II IRB application. These questions include the following:

- Does the student research involve only Iona students and/or staff?
- Are the research subjects at least 18 years old?
- Is the data being recorded anonymously?
- Does the research involve minimal physical, psychological, social, or financial risk?
- Will the research be presented only in the classroom or as a poster session at Iona (that is, the research will not be presented at a conference or published in a professional journal or magazine)?
- Is the research limited to one or more of the following: 1) survey, interview, oral history, observation of public behavior, or focus group; or the collection or study of existing data, documents or records that are publicly available?

- Is the data collected in this research being used only by a student for this project and not being used in any faculty research study?

The Tier II IRB application process, which is normally used to review student research proposals, is carried out by psychology department faculty. Dr. Oswald and Dr. Zaromatidis will discuss Iona's psychology departmental IRB process. Topics to be discussed include: required training in research ethics through the Collaborative Institutional Training Initiative (CITI); the IRB departmental application process; IRB application materials; and guidelines for approving research proposals. In addition, Dr. Oswald and Dr. Zaromatidis will discuss how the IRB application process can be used in research methods classes to facilitate instruction about the ethical and legal standards that guide those who conduct research with human subjects.

Distance Learning: How to get the most out of your DL Course

Terri Shapiro, Hofstra University

Rose Tirotta, Hofstra University

Catherine Fisher, Hofstra University

Comila Shahani-Denning, Hofstra University

Abstract

Distance learning is becoming more and more popular each year. The Sloan Consortium (2009) reports that in 2008 there were 4.6 million students taking at least one online course up 17% from the year before. In this presentation we will discuss, based on our experiences, what makes for a successful distance learning course –from pedagogical, management, and student engagement perspectives.

Distance Learning: How to get the most out of your DL Course

Distance learning is becoming more and more popular each year. The Sloan Consortium (2009) reports that in 2008 there were 4.6 million students taking at least one online course up 17% from the year before. In this presentation we will discuss, based on our experiences, what makes for a successful distance learning course –from pedagogical, management, and student engagement perspectives.

Embrace Technology (and your tech people!!)

There are so many ways of incorporating technology into your distance learning course. In addition to the obvious PowerPoint presentations, Twitter, video, discussion boards, Internet links and self-assessment in PowerPoints can also be utilized successfully. Sometimes though, it can be easy to fall into traps that make content boring, such as voiceover on PowerPoint presentations. You want to keep your students as engaged as possible throughout their online experience. Most importantly though, it is important to not let the technology scare you. Embrace it and go with the flow. There are bound to be technological issues (i.e. something will break, tests will explode) and if you know this from the start, you'll handle it better when it inevitably happens.

Most important, take advantages of whatever resources your school provides. At Hofstra we have Faculty Computing Services. Each faculty member that is slated to create a distance learning course gets their own instructional designer(s) to work with them from start to implementation. They assist in not only the technical aspect of creating the course but also in the pedagogical setup and instruction.

Incorporate Learning Principles

There are several well-known psychological principals that you can incorporate into the design of your course. It is difficult for students to be able to concentrate on a topic for a long period at a time on the computer. Therefore, within each PowerPoint presentation, information is presented in chunks or sections and we incorporate assessment questions at the end of each chunk so students can review and get feedback intermittently throughout the presentation. In addition, we offered frequent, shorter quizzes rather than the traditional, longer midterm and final. This gives them the opportunity to master the material before they are able to move on. It also keeps them on track throughout the course. Also important is to give timely feedback on all written assignments – within 2 or 3 days of the due date for the assignment.

Encourage Student Engagement

Make your course engaging! Make your PowerPoints fun! Incorporate YouTube videos, interesting Internet links, faculty video clips and self-assessment opportunities. Incorporate a variety of assignments into the course and make them interesting. For example, in our Industrial Psychology course, students are required to complete an assignment based on the old BBC series: *The Worst Jobs in History*. They have to creatively apply I/O psychology to a horrible job example. In this course, we also try to connect I/O theory to the real world of work. Students are required to find current news/magazine articles reflecting I/O topics and post them on a discussion board, as well as to comment on their fellow students' posting. They also follow my Twitter feed in which I share current news related to I/O psychology and students are required to review and remark on it. What we hope this does, and preliminary evidence supports, is create a "community" for students so they feel connected and not just sitting in their homes alone taking a course. We encourage students to communicate with each other.

Manage Your Course

Distance learning is not for everyone. The hardest part is course development, but once that is complete, you just have to keep up with communications and grading. It might be difficult to get everything ready before the course begins, but then you don't have to worry about putting together materials at the last minute. It is also pertinent to be clear in your syllabus about expectations and communications. Students should know up front what they are in for and, they should know how long it will take before they get feedback. If you are going to answer email three times a week, be clear up front. Give them boundaries and understand that you don't have to be a slave to distance learning (for example, one faculty does not answer email on Sundays, and states that all emails will be answered within 48). Create limits and stick to them.

Goal Setting in the Classroom

Michele C. Baranczyk, Kutztown University
Christina L. Wilson, Colorado State University

Abstract

Goals-setting is an established method of improving performance in various settings, including the workplace. The current study seeks to exam goal setting in introductory classes at the university level. Two sections of the same course taught by the same professor during the same semester were assessed. One class received performance targets; the other did not. At the end of the term scores and course perseverance will be measured and compared.

Goal Setting in the Classroom

Goal-setting research has a long history in industrial-organizational (I/O) psychology (Locke & Latham, 2003). Research on goal setting has been supported in a variety of settings. Three necessary factors of goal setting exist. First, feedback that enables people to gauge their process is needed. Secondly, goal commitment, or an individual's intent to commit to the goal, exists. Finally, knowledge and ability are important to achieving a goal (Mitchell & Daniels, 2003). For example, a person with no athletic ability cannot overcome a lack of athleticism through goal setting along; some physical ability is a prerequisite to goal setting.

The process of goal setting can be externally imposed. Locke and Latham (1991) found effects of goal setting even when the goal was set for participants. In other words, goals do not need to be set by an individual in order for that individual to benefit from goal-setting.

Given the robust findings on goal setting, the current research study applies goal setting to the large classroom. Many introductory psychology courses (as well as other introductory courses) are filled with first semester students who may be underprepared for college courses. Perhaps setting specific, challenging but attainable goals for students may help them achieve target performance.

In the fall semester of 2010, two introductory psychology courses were taught by the same instructor. One was taught at 12 PM and the second at 1 PM. These courses were used to examine effects of stated performance goals. The overall course grade was determined by 4 in-class exams (50% overall grade), 15 online homework assignments (30% overall grade), and research and in-class participation (20%). Exams consisted of 50 multiple-choice questions. Homework assignments were 10 questions each, and were a combination of multiple choice and matching. Assignments could be taken twice; the final grade was the average of the first and second attempt. Homework assignments were open-note and open-book.

No manipulations were conducted until after the first exam. This allows a baseline period for comparison to ensure that the two classes began with the same performance level. The baseline period includes 3 homework assignments and 1 exam.

After the first exam, a coin flip determined that the earlier class would be the control, and the later class the experimental condition. The control class was taught as usual; students

received feedback about their grades, the professor invited students to discuss how to perform better on exams if needed, but no specific goals were set. Rather, a “do your best” implication was present, and was explicitly stated before exams. Exams were very similar in content and format to previous semesters; 50 multiple choice questions were given during the 50 minute exam period.

The experimental class was conducted the same as the control class, except for instruction on performance. After the first exam, the professor announced throughout the class that if students were unhappy with their exam grades, they should be targeting at least a 70%. In addition, 15 on-line homework assignments are included in the course. The assignments are open-note and open book multiple choice questions delivered via the course management software (CMS). After the first exam, the professor noted on each assignment that the performance target was 85%. This target was noted in the “instructions” portion of the on-line homework.

Data is being collected this semester. At the end of the term, data analysis will begin comparing the two courses. The main research hypotheses of this study are as follows. First, will this goal-setting manipulation result in higher exam scores? Secondly, will this goal-setting manipulation result in higher homework scores? Finally, will this manipulation result in more attempts on the online homework assignments? The results of this study have the potential to be a simple instruction method for introductory instructors to help students perform in courses.

At the end of data collection, homework and exam scores will be compared. Overall means will be examined. Within this study, two of the important parts of goal setting were included and measurable; feedback about performance was given as students received scores on assignments and exams. In addition, ability could be roughly measured by using the first exam and homework scores.

It is likely that this manipulation would apply more to students who are receiving low or average grades—high-performing students may have already set goals for themselves. To examine this, the data will also be examined by grouping students. For example, perhaps the goal-setting manipulation may not have an effect on the students who received an “A” on the first exam; it is likely that they already set goals and strategies to achieve them (i.e., effective study techniques). However, perhaps students who got low exam scores internalized the instructor-given goal and used that for target performance. In short, the data will be analyzed in various ways to examine potential effects of goal setting. In addition, information from this data collection will guide continuing research for the spring semester.

Workshop on Gender and Intersectionality

Matthew R. Lee, James Madison University

Abstract

The main author presents a workshop on how to explore gender and intersectionality in the classroom using a method of cognitive moral education called dilemma discussion. The goal of this method is not only to help students understand their own values, identities, and cultural experiences and privileges with respect to gender, but also to consider social justice and how their thoughts and behaviors can counter sexism in society. Intersecting work from recent education journals suggest that more interactive methods where students can explore their own identities and values may be more effective in helping students learn new perspectives on relevant topics (e.g., gender, sexism, heterosexism).

Summary

Recent published articles on teaching gender in the *Psychology of Women Quarterly* have examined gender role, gender diversity, and dilemmas in feminism. This work further complements the literature on the most effective, commonly used teaching strategies to incorporate diversity in classroom content (e.g., Kowalski, 2000; Ocampo et al., 2003; Sciamè-Giesecke, Roden, & Parkison, 2009; Simoni, Sexton-Radek, Yescavage, Richard, and Lundquist, 1999). The present workshop presents a novel way to discuss gender in the classroom by explicitly addressing issues of intersectionality, which has been defined as “mutually constitutive relations among social identities” (Shields, 2008; p. 301). Teaching about intersectionality is an appropriate best practice to include in classroom content because it can help improve cross-gender and cross-cultural perception and understanding (e.g., Cole, 2009, Enns, 2008; Settles, 2006; Stewart & McDermott, 2004). Secondly, students will have the ability to appreciate and adopt this style of thinking to applied settings such as social work and counseling. This method should foster an attention to multiple cultural backgrounds in facilitating client-therapist rapport (e.g., Watts-Jones, 2010).

The method the workshop presenter will discuss is called dilemma discussion, a commonly used method that draws from research on cognitive moral education (e.g., Rest, 1986), whereby students should clarify their own values and moral reasoning to decide how to handle psychologically complex situations. In this workshop, the presenter will share some of his experiences applying cognitive moral education with respect to gender and intersectionality with other multicultural identities and backgrounds. The goal of the workshop is to provide attendees with another useful teaching method to inspire students to not think of diversity as a “one size fits all” variable that interchangeably explains different psychological phenomenon, but rather to consider how gender and other cultural backgrounds can impact a person’s experience. Primarily, the workshop will involve a simulation of a dilemma discussion activity where audience-participants will actually respond to the different complex dilemmas as if they were students in a class on gender or multiculturalism. They will follow prompts designed by the workshop presenter to help clarify concepts surrounding the experience of gender and other cultural backgrounds.

One of the unique aspects of the activity is that scenario prompts and responses can be written in a way that applies McClintock’s (2000) theory of social justice. McClintock believes that when people consider how and whether to challenge oppressions (e.g., sexism, heterosexism) in society, they make decisions that fall along a continuum – some people choose

to collude with oppression and ignore it in certain situations, whereas others will more consciously or proactively seek to end oppression by behaving in more socially just ways. From this activity, students are encouraged to consider their own thought processes and behavioral representations of where they self-define along a social justice continuum with respect to sexism and other types of oppressions.

The end of the workshop will involve some time whereby participants can create their own scenarios and prompts with tips provided by the facilitator on writing complex dilemma scenarios and prompts that apply McClintock's (2000) theory of social justice. The facilitator of the workshop will describe the process of writing options that have more than one "right" answer and how the different answers can correspond to different levels on the continuum of social justice. He will also provide some tips by which attendees may adapt the activity to explore other core concepts and intersectionality with other cultural identities (e.g., acculturation, assimilation, intersectionality in leadership, intersectionality in instruction).

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Scavenger Hunts as Icebreakers in Psychology Courses

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Abstract

“Scavenger hunts” have been used as icebreakers in various situations, including schools and business. Scavenger hunts can also be used as a first day activity in psychology courses, not only an icebreaker to have students get to interact, but to introduce students to the potential topic areas that will be covered in the course. Therefore, tailoring the items to include in the “hunt” will be vital to the success of the activity. In this workshop, participants will be divided into groups based on psychology courses, create items for the scavenger hunt, and participate in one of the hunts.

Scavenger Hunts as Icebreakers in Psychology Courses

First-day activities are important for psychology courses, because they can introduce students to the information that will be covered in the course and also to help the students meet each other and feel more comfortable in the classroom (Oliver & Weinswig, 1996). One type of activity that has been successfully used for this purpose is a “human scavenger hunt”, in which participants are given a list of “characteristics” and must find someone else in the classroom that fits that characteristic. This has been used in educational settings, from grade school and high school (e.g., Kelly, 2010) to college (Oliver & Weinswig, 1996), and business (e.g., Silberman, 2006).

Although the human scavenger hunts have been used for over a decade, the focus of the success of the icebreaker is typically on the interpersonal aspects. For example, Oliver and Weinswig (1996) report that the scavenger hunt helps reduce the impersonal nature of the classroom, and increases not only positive student-to-student interaction, but also student-to-instructor interaction. They also report that this is important for traditional age students and non-traditional students.

The more neglected aspect of using the human scavenger hunt is introducing the topic areas in the course. Most of the previous literature uses somewhat generic items, such as “Has been to Europe” and “Was born in the same state as you” (Oliver & Weinswig, 1996). The creation of the items for the scavenger hunt provide an opportunity to tailor the items to the course material, and this can be done for any psychology course you may be teaching. In my experience, I have tailored items for introductory psychology, research methods and design, perception, and sport psychology.

The scavenger hunt can be ideal for an introductory psychology course, since many students will not be aware of the wide range of topics covered in this course. You can try to select one item for each of the chapters you plan to cover. For example, I have used “Has a superstition about taking tests or sports” to preview the learning chapter, and how Skinner explains superstitions using operant conditioning. Additionally, when discussing the scavenger hunt the students have completed the activity, you can discuss general information about the activity. For example, you can ask why they did the activity (what was their motivation? Or did they do it because of obedience to the instructor?). You can introduce the cognition chapter by asking strategies they used to do the task, and did they assume rules that were not explicitly stated.

It can also help to add item(s) that are up-to-the-minute relevant. For example, I used the item “The only Hanie you knew before yesterday was on *Green Acres*” the day after the Super Bowl. This keeps the list fresh and lets students know that *every day* a news item can be related to psychology.

Tailoring items can introduce students to major topics in the perception course, especially since some students may have an understanding of what this course covers. For example, the item might be “Has a dog or a cat”, which could be used to address the differences in perception between humans and other animals (“Are dogs colorblind?”; “How is a dog’s sense of smell different than humans?”). Other items that I have used in this course include “Has a tattoo” (link to pain perception); “Supports a law bans texting while driving” (link to divided attention), and “Has eaten purple ketchup” (link to interaction between vision and taste). It can also help to add pop culture references: I included “Knows what was distinctive about Amanda on *America’s Next Top Model*” (she was legally blind), or “Has seen a “3-D” movie that wasn’t Avatar”. These types of issues can be used in the other content courses as well.

“THIS IS JEOPARDY”. Using “Jeopardy” as an interactive technological tool to promote student learning

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Learning can be fun. In comparison to traditional study materials that do not incorporate multimedia technology, computer-based multimedia is effective in improving retention of material (Ludwig, Daniel, Froman, & Mathie 2004), and may increase a student’s motivation to learn (Yarbrough, 2001). Multimedia technology can be used to promote dual coding of information, i.e. visual and auditory, leading to increased comprehension of the material presented (Clark & Paivio, 1991). The use of games, in this case the popular TV game show Jeopardy, incorporates active learning, shown to be highly effective in the learning process (Bonwell & Eison, 1991). This workshop will demonstrate how to create Jeopardy in PowerPoint, and how to effectively utilize it in the classroom as a review session.

Crisis Intervention for Educators

Dr. Feist is Emeritus Professor of Psychology from Farmingdale State College, Counseling Supervisor with ICISF, Certification in Mass Destruction and Terrorism, and Member of Palm Beach County Fire Rescue CISM team

We have just experienced a very big wake up call. Japan is a technologically advanced nation with sophisticated knowledge, and yet they are overwhelmed by this unexpected disaster. We see how unprepared Japan is to deal effectively with every aspect of this horrible disaster. Their people are devastated beyond belief by this tragedy?

Is the U S better prepared? What can we do to better deal with the effects of a sudden, unexpected horror? I would like to provide for you some first hand information about managing the after effects of a disaster.

Giselle Stolper, Executive Director of the Mental Health Association of New York City stated that before 9/11 treatment for emotional trauma was a specialty, now it is a recognized necessity. The situation in Japan is unique. Deeply rooted cultural and social factors prepared them to react calmly, compliant with requested behavior to assist in managing this horror. There have been no reports of any looting or other anti-social behaviors that would certainly have been evident in our society.

We suffer the same threat of unpredictable disasters; the threat of terrorism is universally more terrifying. In addition to recent earthquakes, tsunamis and accidents caused by human error, we are now worried about terrorism attacks, weapons of mass Destruction used against civilian populations. This threat of terrorism is universal.

The terrorists are winning. We spend millions to keep our airports, waterfronts, cities and towns free of terrorist attacks. Yet, the sword of Damocles hangs above us. We know that it will fall; we just don't know when. We must be prepared.

If we cannot stop these disasters, then we must learn to deal with the aftermath more effectively. As we have seen with Katrina and other recent major disasters, we are not well prepared to deal with the aftermath. Disasters are time limited events that can leave hidden, long term psychological scars; scars that may be moderated by proper early treatment.

Recent studies estimate that only 10 to 15% of disaster survivors are seriously injured. Up to 85% are psychological casualties often responding with psychosomatic symptoms that overwhelm the medical facilities and reduce the quality and efficiency of care available for the seriously injured.

Most humans are resilient, given time and reasonable support they will bounce back and once again become normally functional. Perhaps 5% of the emotionally wounded will develop long term disabilities. More effective techniques to help the emotionally wounded have slowly developed since WW1.

Every war, every major disaster has led to increased knowledge and best practices for emergency management. Since the Oklahoma bombing, numerous university programs in

Emergency Management have emerged awarding Bachelor through PhD degrees. These are still new programs and many questions exist about curriculum, objectives, appropriate outcomes, etc. These programs prepare students to manage mitigation, response and recovery from disasters and emergencies in communities. They do not deal in depth with the emotional recovery of individuals after exposure to a disaster. Mental health professionals everywhere must be made aware and prepared to treat individuals and communities that are ill-prepared for the chaotic aftermath of a natural or man-made disaster (NIMH, 2002).

While Emergency Management programs help us to stay safe, Psychological First Aid is an important element of Disaster Mental Health that must be taught more widely to help in recovery. There are significant differences between the usual Mental Health treatment and Disaster Mental Health. Disaster Mental Health is an effective crisis response to reduce the emotional trauma of a disaster. The first part of this response is Psychological First Aid.

Knowledge of this psychological treatment is important to you and your students. It is a very valuable addition to the psychological understanding of human behavior. I hope this topic will interest you enough for you to find out more about it and fit some of this information into your classroom presentations.

Let me share a little of my involvement with this work. I retired after over 30 years as a professor and a therapist. Doing nothing is not my style, so I decided to use my skills to keep busy and to help others. I volunteered for Red Cross DMH. I soon learned that my usual office skills and techniques were just not quite appropriate. Despite my understanding of psychological theory and my many years as a therapist, I did not know enough. I seemed to miss the connection with some people who suffered a serious major trauma. I have been learning ever since.

After the Twin Towers went down one estimate is that 228,000 people in NY needed medical attention; but 12,000,000 across the nation were in need of psychological attention, a ratio of 60/1. Scores of licensed mental health professionals came to help. I spent days at the Red Cross HQ in Cadman Plaza trying to give these professionals the rudiments of Crisis Intervention Stress Management also called Psychological First Aid, so they could be supportive and do no harm. Improper treatment can exacerbate effects of the trauma. I have taught CISM material for the American Red Cross to hundreds of licensed mental health volunteers well as a brief version to many non-professional volunteers.

Disaster crisis intervention needs to be included in the psychology curriculum. This is not the crisis intervention that deals with domestic violence, unexpected deaths, accidents, and other similar situations. Police and Fire Rescue personnel are taught crisis intervention skills including some CISM but they are usually too busy with the physical aspects of saving lives. I have had Fire Rescue and Police tell how grateful they are for those of us who do the emotional support that they have neither the time nor the skill to do well. The work of disaster crisis intervention falls to mental health professionals and non-professionals who are taught these skills. However, most mental health professionals do not learn crisis intervention skills as part of their academic training. I hope that I can arouse your interest in this aspect of psychology so that you will pass this vital interest to your students.

We know that most individuals are resilient; given time they bounce back even after a serious trauma. However, there are some for whom the trauma is long remembered and seriously interferes with their quality of life. There is good evidence that early intervention of the right kind can do much to ward off the development of deeper more intractable emotional problems. CISM is very much more than the PTSD that might be discussed in class..

Crisis Intervention, the application of Psychological First Aid, is the treatment of choice. These are not complex techniques and procedures. This is exciting and interesting work that differs from the usual clinical practice. It does not take place in an office; relationships and past traumas are generally not discussed. There is little effort to change psychological defense mechanisms. The interventionist deals only with the immediate situation. There is some comparison with group treatment with the emphasis on the 'here and now' interaction between the client and the helper.

The Crisis Interventionist is not a first responder. However, to be most effective, Psychological First Aid is administered at the scene of a disaster as quickly as safely possible after the incident. The counselor is proactive, he does not wait for the client to ask for help. He pursues and makes contact with clients in a non-intrusive, compassionate manner. The crisis interventionist provides practical assistance, reducing stress, making referrals, linking survivors to social resources and local support.

Much of this work is performed by trained non-professionals or BS level social workers and Psych students. They can be your undergraduate students if this training is part of their studies. We train and use program interns to work with us.

Mental health professionals, with appropriate training, may be especially well suited for this work. They are attentive to the client; they know how to be good listeners; they are also able to triage clients who need referral for serious problems, problems that probably pre-existed and were exacerbated by the traumatic situation. However, professionals, busy in their offices, have appointment schedules and are not instantly available. In addition, we have learned that traditional counseling approaches are inefficient and may be more harmful than helpful. The interventionist who is also a trained therapist needs to switch modes and put much of their traditional training on hold.

In these situations, psychological diagnosis usually serves no purpose. For most survivors, their resilience will help them back to normal after a reasonable time. However, many of those exposed to a serious trauma demonstrate symptoms of Acute Stress Disorder. But the traumatic event has occurred only a short time ago and this behavior is part of coming to terms with the situation. **Abnormal behavior is normal in an abnormal situation.** The patient needs proper support and time to heal. For a small percentage, the symptoms will remain longer. Diagnosis and referral may then be appropriate.

The difference between a therapist and a crisis interventionist may be demonstrated by an anecdote. The client has been near a devastating explosion and is covered with debris and mud. The therapist, looking for an emotional response to work with might say, "How does it feel to

have that muck all over you?" The crisis interventionist says, "Come with me. I will help you find a place to get cleaned up and some dry clothes." Perhaps he may offer a bottle of water.

The idea is to first take care of the basic needs. Introduce yourself, provide a place of safety, shelter, water, food, medications as needed. Only then ask if he would like to tell you anything. The Maslow model is useful. Take care of basic survival needs first.

As you know, "How are you doing" is not an appropriate opening. Usually the answer is 'Fine' or a combative, "How do you think I am doing after all this!" and that ends the conversation. At the same time, we do not want to open emotions that cannot be dealt with very briefly. There is no attempt to uncover the psychological wounds and scars left by prior experiences. There is no interest in relationships, past or present, except for the mutual support they now can offer.

The client usually wants to talk, to vent and the helper is ready and willing to listen uncritically. At the same time, the counselor should be sensitive to the diversity of cultures in our society. While empirical evidence is lacking, much has been written to promote the value of cultural competency based on humanistic values and intuitive sensitivity to cultural differences. i.e.: in some cultures the people are stoic; the Japanese do not want to share their pain and fear; it is very private. Others prefer not to make eye contact. There are very many issues of cultural sensitivity to be discussed. Sometimes just the 'therapeutic presence' is enough. Just fully being there for the client is supportive. For now all I can say is that we each need to identify our own cultural behaviors and learn to be comfortable accepting that of others. I suggest a genogram and a culturagram for every psychological helper.

Mental health professionals have the basics to be the most effective with proper training. In order for this work to be successful, it is essential that counselors be very well prepared. It requires specialized training and experience to be competent in the field of crisis intervention. This additional training will do much to add to the therapeutic skills of the mental health professional in all situations. At the very least, our students deserve to have some awareness that disaster stress is not limited to the survivors of an event and their families. No one is immune.

First responders and their support teams are vulnerable, as are those of us who supply behavioral health support. A very important goal of CISM is to provide a degree of psychological immunization; to provide pre-incident education to better protect everyone. The first responder needs to be aware of the devastating effects of compassion fatigue caused from constant viewing the utter wreckage.

To be most effective, it is necessary to know something of the culture of first responders and how they differ from the average citizen. To generalize, first responders tend to be risk takers with obsessive, compulsive traits. They have very high performance expectations along with a strong need for action and can be easily bored. They frequently are very self critical about their own performance during a disaster. They are guarded about speaking to professional counselors. There is a fear that talking to a counselor will mark them as weak and perhaps unfit for duty. They prefer to talk to peers, to defuse their feelings by talking to a team mate and delay seeking professional help (Pulley, 2004; Kerrigan,).

Rescue workers are adrenaline junkies who seem tireless, work long hours taking little time out for themselves. Within the first 24 hours of an extended disaster situation, more than 85% of rescue workers experience a stress reaction. Resilience and training help diminish these symptoms. However, about 3% do develop PTSD. In order to effectively treat, the counselor must be familiar with the extraordinary pressure on those who provide services during a catastrophic emergency (Pulley, 2004; Shultz, 2004; Kerrigan,). Most often the treatment is provided by their own team (Critical Incident Stress Management Team) consisting of peers and a clinician. Police and Fire prefer to share with their colleagues who they think will be more understanding.

First responders, Fire & Police Rescue workers do not admit that they are under a great deal of stress. "It's all in a day's work..." is a frequent response. However, clinical depression is common especially for people who play a role in high profile rescue efforts. A few examples include Robert O'Donnel of the Midland Fire Rescue, Texas who pulled 18 month old Jessica out of a deep well. O'Donnel never recovered from that incident. He became an alcoholic, lost his job, his family and in 1995, about seven years later, he committed suicide with a shotgun (Lunsford, 2002, Babinek, 1997). Robert Long shot himself some time after helping rescue nine trapped miners in the Quecreek Mine, PA. (Charney, 2003), There were six suicides after the Oklahoma City bombing. These included Terrance Yeaker, the first police officer to arrive on the scene, another police officer as well as a federal prosecutor who was involved in the McVeigh investigation (Hopkins, & Jones, 2004). The less dramatic incidence of incipient depression is more difficult to document. For example, police have an especially high suicide rate after retirement.

EMOTIONAL CONFUSION

After experiencing a traumatic event, either as a survivor or as a rescue worker, many emotions run amok. Research at Washington University in St. Louis and at the University of Oklahoma showed that one-third of 182 survivors of the Oklahoma bombing had full-blown PTSD and almost half had a post disaster psychiatric disorder. The Red Cross and Nancy Anthony of the Oklahoma City Community Foundation both agree that the rescue workers were some of the hardest hit but the last to seek help. It is vital for the rescue worker and the counselor to keep in mind the services available for personal use (Hopkins, & Jones, 2004; Salmon & Sun, 2001).

What happens to these brave, dedicated rescuers who become so despondent that they take their own lives? How can we understand these suicides? These action-oriented people who have such high expectations of themselves and their ability to do this daring humanitarian work may feel guilty and speculate that they should have helped more than they did. They may feel that the recognition that they received was undeserved.

Survivor guilt may also add to their confusion and despondency. Why are they alive when their good friends died? After the World Trade Center disaster, many fire fighters buddied to help wives and children of fallen comrades (CBS News.com. 2003). These men obviously grieved the loss of a close friend and felt responsible to help the families. Fire fighters and police tend to look upon themselves as family. They worried about the well-being of their

adopted families, often more than they did about their own wives and children. There was very real concern and anxiety about the future of these deprived families. They had very powerful feelings of guilt about surviving while their friends did not. These emotions and behaviors, the anxiety, the concern, the need for frequent contact in some ways are not unlike and may be mistaken for a love attraction. Surviving firemen spent a good deal of time with the family of a deceased buddy. A significant number of the rescue workers divorced their own families to marry the 'buddy' (Dominus, S, 2004; CBS News. com. 2003).

These and other situations make it imperative for the mental health professional to understand and to be involved in the rescue workers training long before they respond to a disaster. This training is so that they can do the rescue work automatically without thinking and arousing troubling emotions. However, the training needs to place more emphasis on the emotional risks that are part of the job, acknowledging that counseling and defusing are an important part of their training, and most important, that using these professional services will not cause them to be labeled as weak or unfit for duty. As mental health professionals, we can use our influence to make sure that this training takes place.

Often the first responders will go to an private counselor for fear of a negative comment on their record. CISD counselors need to understand and be involved in the training and support of Police, Fire, EMT and other first responders so mental health professionals become familiar and trusted figures. To be most effective, the mental health professional needs to understand the dynamics of disaster work. Some of this can be included in their academic background.

Members of the disaster mental health response team are in an unusual situation. They are not first responders and they are rarely in harm's way. However, while we advise the volunteers to take breaks and take some time away from the disaster site, does the disaster counselor's 'third ear' ever turn off?

The counselor is effectively on duty 24/7 as long as other workers or survivors and families are present. It is therefore imperative that disaster mental health personnel also observe and talk to counseling colleagues to effectively defuse each other. They must take the time to care for themselves. An experienced crisis counselor who has not been actively involved in this disaster should be called on to monitor the situation. Mental health professionals need to be aware of the stresses built into their chosen profession. We need to be aware and supportive of our colleagues. We can help by involvement in our professional and local organizations.

Rescue workers thrive on adrenaline; crisis intervention work is exciting and can become habit forming for those who fit the profile. There is a need for them to understand and learn to balance the attraction of this work and the needs and demands of family with other aspects of a full life. Support for the emotional health of survivors of a major disaster as well as the rescue workers is a relatively new field.

It is important to know that an opportunity exists for mental health professionals to be on the cutting edge of this new developing psychological treatment (NIMH, 2002). Much research remains to be done to more fully understand the painful, emotionally destructive effects of disasters and how to prevent and treat the debilitating aftermath. If disaster workers are

exceptionally fortunate, they may never be called upon to use their critical skills. However, the reality is that major disasters do frequently occur and we must be prepared to help.

There are numerous articles available on line, in the library and book stores. There are also courses available from International Crisis Intervention Stress Foundation (ICISF) and others. A monograph that I wrote titled Crisis Intervention: It Is Neither Counseling nor Therapy. A copy may be available in your college library. It was published by UUP as a Working Paper. Unfortunately it is six years old and outdated in places. I hope, by this presentation, to encourage discussion about the inclusion of CISM material in the Psychology curriculum. To repeat, before 9/11 treatment for emotional trauma was a specialty, now it is a recognized necessity. Crisis Intervention in disaster is a natural addition to psychology. CISM work is not for everyone. But you and your students might find this an exciting adjunct to your profession.

**HOW DO I ANNOY YOU? LET ME COUNT THE WAYS:
A STUDY OF CLASSROOM DISTRACTERS.**

Frederick Tesch, Donna Coelho, & Ron Drozdenko
Western Connecticut State University

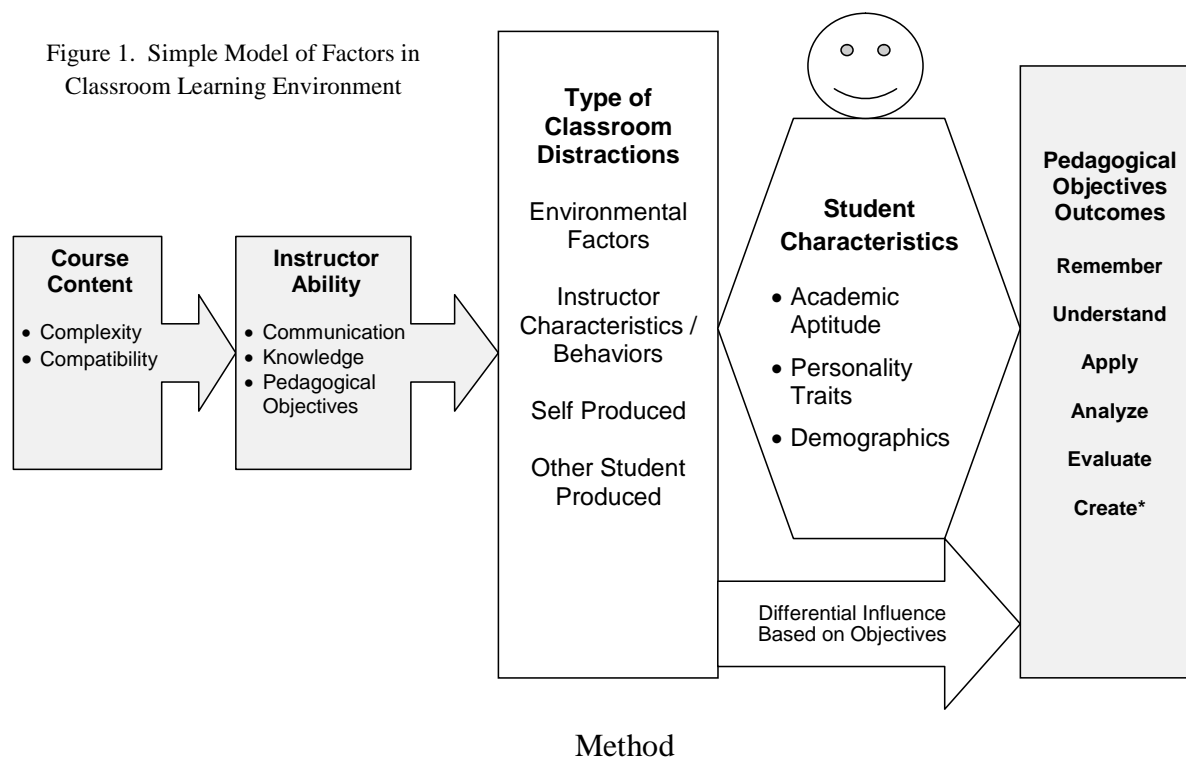
Abstract

Discussions and research on distractions in college classrooms have focused mostly on (a) laptops as instructional tools and as distracters from learning and (b) other electronic devices (e.g., cell phones, MP3 players; Fried, 2008; Lohnes & Kinzer, 2007). Studies typically examine the misuse of technology during class time and its concomitant negative effects on the student and those around him, in effect creating a “digital underlife” (Mueller, 2009). Student-to-student interactions may be another, perhaps major, source of distractions (Young, 2003). Our research approached the problem from a student’s perspective. What events are distracting to students? Do these events differ in intensity? Does distraction caused by external distracters (happen to the student) differ from that produced by self-induced distractions (student’s own behaviors)? Data from a pilot and a follow-up study are presented, validating the instrument and revealing the relative potencies of the distracters. Data from factor analyses are also presented for discussion and ideas for future research.

Our Model

Figure 1 presents our model for the study of classroom learning and the role of distracting behaviors, events, and conditions. As we all know from our teaching experiences, several factors beyond course content, instructor ability, and student characteristics affect learning outcomes. For this study, we focused on the center components of the model, specifically, the types of classroom distracters and a few students characteristics.

Figure 1. Simple Model of Factors in Classroom Learning Environment



Students anonymously completed an online survey in which they rated the extent each item in a set of potential classroom distractions affects them. Using a seven-point scale (1- not distracting at all; 7-extremely distracting), students indicated the degree to which each of 36 external and 21 self-produced situations disrupted their ability to concentrate during a class lecture or discussion. The sample included students from a private and a public university in Connecticut. The total sample size for the two studies reported in this paper was 147. Sample sizes for various grouping analyses were smaller.

Findings

Relative Item Potencies

To examine the reliability of our survey instrument, we compared the data from the two studies having different respondents. The correlation between the mean distraction scores on the two studies correlated at $r=.96$, $p<.001$, indicating a high level of instrument reliability.

The study data revealed substantial differences in the perceptions of the distracters in the classroom. Tables 1 and 2 present the sorted means and standard errors of the external and self-produced distracters. An ANOVA indicated that the overall effect of the distracters was statistically significant at $p<.001$ and that there were numerous significant paired differences. Students rated an instructor who is difficult to understand as the most potent external distraction more so than all the other external and internal distracters. How other students looked or dressed was reported to produce the lowest level of distraction.

[Insert Tables 1 and 2 here]

Group Differences

Women were more likely to report higher levels of distraction overall relative to men. Comparing graduate and undergraduate student data revealed an interaction on the distracters. Graduate students were less distracted than the undergraduates in the following situations:

- Temperature (too hot/cold)
- Ambient noise (e.g., AC noises, road noises, etc.)
- Especially attractive students

The graduate students were more distracted than the undergraduates in the following situations:

- Other student illness symptoms (coughing, sneezing, sniffing, etc.)
- Other students using video games
- Other students sleeping
- Other students doing work for other courses
- Playing video games him/her self
- Doing work for other courses

Perhaps not unexpectedly, the higher the student's GPA, the more they indicated it was distracting for them to leave class early. Students with the higher GPAs were, however, less distracted by other students playing paper and pencil games, doodling, etc.

Factor Analysis Results

A factor analysis the combined data from the two studies is presented in Tables 3 and 4 in the handout. We would like to have you examine these results and suggest possible interpretations and clusters to consider.

[Insert Tables 3 and 4 here]

Discussion

The cartoonist, Walt Kelly, had his character Pogo observe that "We have met the enemy and he is us." Our data reveal that we are our own worst distracters. An instructor who is difficult to understand clearly surpassed the other 56 distracters evaluated by students in this study. As educators we may need to examine our presentation skills and weed out the tics and habits that distract our students. Is our delivery sabotaging our carefully constructed course lectures and even our interactions with our students. Perhaps establishing clear learning objectives could help to increase the understandability of our lectures and class discussions. Further, are there other distracters that we can sometimes control, such as checking equipment before the start of class and reporting any problems with the classroom environment (e.g., heating/air conditioning, lighting, or foul odors).

In contrast, things that many instructors find distracting are not so experienced by our students. For example, students who wear hats and hoods to class or have tattoos, piercings, hair coloring, and bling (i.e., showy, flamboyant jewelry and accessories), or sleep during class are minimally distracting to other students. Students have apparently adapted to other behaviors of their fellow students, such as using the internet, texting and drinking in class. Other students can, however, distract fellow classmates by talking during class, not turning off phones, and having poor hygiene.

Students distract themselves the most when they are sick and sleep during class. They are also distracted when their own phones ring, when they play video games, and when they talk to others. Not surprising findings. Using other technology and the student's own hygiene were also reported to be top distracters.

Future Research

Our future research will examine other elements of our model, especially the possible interaction of student learning styles and other student characteristics (e.g., demographics, personality, etc.) with the various distracters examined in our current study.

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*Quote from Walt Kelly

Table 1. External Distracters	Mean	SEM
Instructor that is difficult to understand	6.42	0.76
Ringling phones & pagers	5.48	0.89
Equipment problems (e.g., malfunctioning computers)	5.28	0.87
Students talking with others in class	5.10	0.83
Temperature (too hot/cold)	4.94	0.84
Poor personal hygiene of other students (odors, looking dirty, etc.)	4.91	0.81
Lighting (glaring, too bright, etc.)	4.90	0.75
Classroom odors	4.85	0.90
Instructor spitting while talking	4.71	0.89
Instructor making repetitive or unusual speech sounds	4.55	0.84
Students using video games	4.45	1.09
Instructor using repetitive words or phrases	4.34	0.83
Ambient noise (e.g., AC noises, road noises, etc.)	4.26	0.94
Especially attractive students	3.98	0.87
Students asking irrelevant questions or making irrelevant comments	3.75	0.87
Student illness symptoms (coughing, sneezing, sniffing, etc.)	3.68	0.92
Instructor exhibiting repetitive or unusual movements	3.40	0.84
Students making repetitive movements (tapping fingers, pen clicking, etc.)	3.23	0.91
Students arriving late	3.22	0.94
Provocative clothing worn by other students	3.15	0.86
Students leaving/returning to class	3.14	0.86
Students using smart phones	2.99	0.93
Furnishings (e.g., chairs, tables that are broken, dirty, etc.)	2.93	0.92
Students using MP3 players	2.91	1.03
Students eating in class	2.40	0.79
Students leaving early	2.23	0.95
Students texting	2.16	1.01
Clothing worn by other students (words, colors, styles, etc.)	2.12	0.74
Students drinking in class	2.05	0.76
Students using laptops for email, surfing	1.98	0.91
Student response devices(Clickers)	1.92	0.91
Students playing paper and pencil games, doodling, etc.	1.84	0.81
Students sleeping	1.81	0.88
Students doing work for other courses	1.78	0.80
Tattoos, piercings, hair color, bling, etc., of other students	1.52	0.62
Hats, hoods ,etc. worn by other students	1.46	0.71

Table 2. Self Produced Distracters	Mean	SEM
Your illness symptoms (coughing, sneezing, sniffing, etc.)	4.98	0.13
Sleeping	4.96	0.16
Your phone / pager ringing	4.83	0.16
Playing video games	4.76	0.16
Talking with others in class	4.75	0.14
Using your MP3 player	4.63	0.17
Doing work for other courses	4.57	0.15
Using a laptop for checking your email, surfing, etc.	4.44	0.16
Poor personal hygiene(odors, looking dirty, etc.)	4.39	0.14
Texting during class	4.38	0.15
Using your smart phone	4.20	0.17
Arriving late to class	3.93	0.14
Leaving early	3.91	0.15
Playing paper and pencil games, doodling ,etc.	3.77	0.15
Leaving/returning to class	3.74	0.15
Student response devices(Clickers)	3.09	0.16
Eating in class	2.73	0.14
Wearing provocative clothing	2.52	0.13
Wearing clothing with unusual words, colors, styles, etc.	2.09	0.11
Drinking in class	2.06	0.13
Wearing hats, hoods, etc. to class	1.94	0.12

Table 3	Component			
Internal Distracters	1	2	3	4
Talking with others in class	0.784	-0.010	0.133	0.081
Your illness symptoms (coughing, sneezing, sniffing, etc.)	0.328	0.194	0.088	0.349
Student response devices (Clickers)	0.185	0.041	0.019	0.597
Your phone / pager ringing	0.708	0.196	0.152	0.118
Eating in class	0.282	-0.002	0.199	0.638
Drinking in class	0.087	0.038	0.144	0.745
Leaving/returning to class	0.595	0.161	-	0.387
Using your MP3 player	0.792	0.174	0.012	0.101
Using a laptop for checking your email, surfing, etc.	0.828	0.161	-	0.178
Playing video games	0.750	0.161	0.003	0.070
Using your smart phone	0.755	0.085	0.094	0.201
Playing paper and pencil games, doodling, etc.	0.212	0.589	0.255	-
Sleeping	0.170	0.716	0.112	-
Arriving late to class	0.065	0.670	0.202	0.312
Leaving early	-	0.743	0.119	0.329
Doing work for other courses	0.273	0.806	0.076	0.004
Texting during class	0.141	0.778	0.169	0.065
Wearing clothing with unusual words, colors, styles, etc.	0.099	0.115	0.680	0.173
Wearing provocative clothing	0.152	0.203	0.764	0.232
Wearing hats, hoods, etc. to class	-	0.117	0.725	0.138
Poor personal hygiene (odors, looking dirty, etc.)	-	0.258	0.598	-
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 6 iterations.				

Table 4.

	Component								
External Distracters	1	2	3	4	5	6	7	8	9
Temperature (too hot/cold)	0.017	0.102	0.533	-0.178	0.021	0.301	0.077	0.425	0.271
Lighting (glaring, too bright, etc.)	0.154	0.199	0.560	0.076	0.364	0.113	0.115	0.050	-0.013
Furnishings (e.g., chairs, tables that are broken, dirty, etc.)	0.240	0.200	0.656	0.228	0.060	-0.180	0.118	-0.095	-0.037
Classroom odors	-0.019	0.350	0.536	-0.076	0.042	0.087	0.362	-0.030	0.128
Equipment problems (e.g., malfunctioning computers)	0.161	0.591	0.451	0.099	-0.128	0.052	0.010	-0.183	0.061
Students talking with others in class	0.368	0.101	0.250	0.056	0.070	0.618	0.109	0.049	0.156
Students asking irrelevant questions or making irrelevant comments	0.121	0.386	0.207	0.200	0.065	0.365	0.390	0.034	-0.388
Student illness symptoms (coughing, sneezing, sniffing, etc.)	0.258	0.262	0.078	0.196	0.155	0.241	0.518	-0.212	0.061
Students making repetitive movements(tapping fingers, pen clicking, etc.)	0.480	0.120	0.055	0.047	0.049	0.552	0.013	-0.017	0.201
Ambient noise (e.g., AC noises, road noises, etc.)	0.130	0.139	0.116	0.132	0.010	0.101	0.126	0.009	0.798
Student response devices(Clickers)	0.260	0.127	0.299	0.067	0.659	0.131	-0.237	-0.070	-0.145
Ringin g phones & pagers	0.564	0.162	0.472	0.092	0.028	0.277	-0.024	-0.116	0.077
Students eating in class	0.606	0.330	-0.142	-0.049	0.115	0.080	0.124	-0.025	0.097
Students drinking in class	0.193	0.109	-0.089	0.153	0.727	-0.076	0.234	0.092	0.077
Students leaving/returning to class	0.608	0.297	-0.036	0.389	0.191	0.135	0.104	-0.013	0.211
Students using MP3 players	0.729	0.035	0.250	0.053	0.035	0.155	-0.070	0.076	-0.097
Students using laptops for email, surfing	0.743	-0.010	0.093	0.153	-0.022	0.041	0.203	0.167	-0.043
Students using video games	0.656	0.069	0.513	0.067	0.005	-0.015	0.032	-0.006	-0.081
Students using smart phones	0.774	0.217	0.024	-0.020	0.222	0.075	-0.084	-0.045	-0.080
Students playing paper and pencil games, doodling, etc.	0.625	0.010	0.030	-0.101	0.064	0.034	-0.024	-0.012	0.331
Students sleeping	0.532	0.016	0.071	0.331	0.319	0.104	0.147	-0.063	-0.082
Students arriving late	0.574	0.389	0.097	0.322	0.071	0.157	0.029	0.015	0.174
Students leaving early	0.581	0.270	0.026	0.319	0.147	-0.010	0.001	0.028	0.072
Students doing work for other courses	0.653	0.018	0.041	0.097	0.094	-0.236	0.238	0.015	0.092
Students texting	0.816	0.037	0.044	0.180	0.165	-0.020	-0.014	-0.012	-0.002
Clothing worn by other students(words, colors, styles, etc.)	0.190	0.125	0.047	0.773	0.254	-0.004	-0.104	0.019	0.032
Provocative clothing worn by other students	0.233	-0.028	0.170	0.651	-0.059	-0.072	0.177	0.410	0.058
Tattoos, piercings, hair color, bling, etc., of other students	0.269	0.142	0.045	0.215	0.460	-0.472	0.094	0.269	0.175
Hats, hoods, etc. worn by other students	0.286	-0.014	0.155	0.377	0.409	-0.496	-0.071	0.007	0.180
Poor personal hygiene of other students (odors, looking dirty, etc.)	0.077	0.111	0.243	-0.083	0.013	-0.038	0.780	0.134	0.081
Especially attractive students	0.004	0.186	-0.059	0.160	0.069	-0.037	0.016	0.846	-0.034
Instructor using repetitive words or phrases	0.155	0.765	0.068	-0.031	0.187	-0.065	0.102	0.050	0.057
Instructor exhibiting repetitive or unusual movements	0.149	0.765	-0.013	0.176	0.081	0.109	-0.053	0.193	-0.049
Instructor making repetitive or unusual speech sounds	0.178	0.722	0.256	-0.047	0.010	0.033	0.117	0.165	0.003
Instructor spitting while talking	0.031	0.607	0.298	0.062	0.062	0.040	0.176	-0.036	0.122
Instructor that is difficult to understand	-0.212	0.318	0.478	0.104	-0.268	0.216	0.276	0.141	0.113

A Journey into Online Journaling: A Test Case with Social Psychology

Allen Salo, University of Maine at Presque Isle

Abstract: The practice of writing journals (or journaling) has been used by instructors for several disciplines over many years, yet it is not a broad-based practice in the area of psychology. Coupled with emerging technology opportunities (e.g., a dedicated Journal option within Blackboard) and a continued emphasis on writing across the curriculum or intensive writing, the presenter attempted to evaluate the effectiveness of journaling in a section of Social Psychology in an effort to increase productive writing and to determine if other benefits could be discovered. Weekly journal entries have been required with an anticipated summary planned for the end of the fall semester of 2010. A review of past practices of journaling, common findings, and current outcomes from the course will be presented.

A Journey into Online Journaling: A Test Case with Social Psychology

As noted above, the practice of writing journals (or journaling) has been used by instructors for several disciplines over many years, yet it is not a broad-based practice in the area of psychology. A useful plan for this presentation will be to review past literature, compare common findings and link these to findings from the present course. This is especially important on a number of fronts since there are new emerging technological opportunities (e.g., a dedicated Journal option within Blackboard), an emphasis on online courses, and a continued emphasis on writing across the curriculum or intensive writing, among others including the need to retain students through effective engagement strategies. The presenter will attempt to evaluate the effectiveness of journaling in a section of Social Psychology in an effort to increase productive writing and to determine if other benefits could be discovered. Weekly journal entries have been required with an anticipated summary planned for the end of the fall semester of 2010. A review of past practices of journaling, common findings, and current outcomes from the course will be presented. The actual presentation will be created in PowerPoint with handouts for attendees.

Activities for Making the History of Psychology Come Alive

Dr. Derek Mace

Dr. Anita M. Meehan

Department of Psychology, Kutztown University

Abstract

Students often anticipate that a course in the history of psychology will be dry and boring—and sometimes it is. The course certainly holds less intrinsic interest for students than many other psychology content courses. Yet the history of psychology is filled with many interesting characters, research studies, and odd tales. The presenters will discuss specific active learning strategies and instructional resources for making the history of psychology come alive while also engaging students in an integrative, capstone experience. The presenters will also solicit ideas from the audience.

Activities for Making the History of Psychology Come Alive

Students often anticipate that a course in the history of psychology will be dry and boring—and sometimes it is. The course certainly holds less intrinsic interest for students than many other psychology content courses. Yet the history of psychology is filled with many interesting characters, research studies, and odd tales. This session will present and discuss specific active learning strategies and instructional resources for making the history of psychology come alive while also engaging students in an integrative, capstone experience.

Dr. Meehan will discuss the creation of a department museum displaying outdated equipment such as memory drum, pursuit rotor, mirror-drawing device, reaction timer, and finger maze. She will also describe a related poster presentation assignment requiring students to provide: (a) overview and background about the piece of equipment including identification of the inventor/initial user if known, (b) description of the specific psychological theories and principles the item was intended to demonstrate or investigate, (c) pictures of the equipment and/or pictures of even earlier forms of related equipment, d) discussion of what modern equipment or techniques replaced the item. One fun aspect of this project is that students enjoy “playing” with the equipment.

Dr. Meehan will also describe requirements for a 10 minute mini-lecture assignment she uses where students help teach the course. In addition to assigning more conventional topics, Dr. Meehan has compiled a list of more unusual stories and videos from psychology’s past. These include: psychomotor testing of Babe Ruth, Skinner’s Project Pigeon, Havelock Ellis and the study of sexuality, and the psychologist Winthrop Kellogg who raised an ape along with his son (until his wife finally said enough was enough).

Dr. Mace will discuss the implementation of a “Human Maze” for use in discussing Thorndike and early behaviorists’ contributions. During this project, students design and run a human maze (replete with mouse hats!) open to the campus community. This activity gives students a chance to explore course concepts and “give away” psychology to a broader audience.

Dr. Mace will also describe the implementation of a book proposal assignment. The book assignment requires students to select an important figure in psychology and to propose a biography of the individual. The book proposal requires students to explore the personal and professional history of the individual and to place them in the appropriate historical context.

Faculty members can alter required “chapters” to shift student focus. For example Dr. Mace requires a speculative chapter that forces the students to describe how society would change if the historical figure’s ideas were implemented in every area of culture. This task requires the use of writing, research, and critical thinking skill developed in lower level courses, and in that way serves as an integrative capstone experience.

It is hoped that the audience will also have ideas and resources to share and that this will be more of a conversation than a series of presentations.

Open Educational Resources: Impact on Students and Faculty

James Regan and Alexandra Bernardo

Marist College

Open Educational Resources (OER) are any resources available at little or no cost that can be used for teaching, learning, or research. OER includes textbooks, course readings, and virtually any other learning content that can be used for educational purposes. OER are created and utilized mostly by colleges, universities, libraries, archival organizations, government agencies, and commercial organizations that develop OER and are willing to share. These resources are freely available for use, remixing, and/or redistribution. OER more specifically includes lecture notes, PowerPoint slides, assignments, exams, journals, books, articles, papers, instructional software, web pages, and web applications.

The Copyright Act of 1976 protects copyright holders' "original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device." This act was enacted to address the copyright protection of intellectual property, which was a result of the development of new technology. Since OER utilizes new technology, these resources are protected under The Copyright Act of 1976.

OER bypasses the licensing restrictions enforced by The Copyright Act of 1976 because of Creative Commons. Creative Commons is a nonprofit corporation dedicated to making it easier for people to share and build upon the work of others, consistent with the rules of copyright. Creative Commons provides free licenses and other legal tools to mark creative work with the freedom the creator wants it to carry, so others can share, remix, use commercially, or any combination thereof. There are four legally valid licenses that Creative Commons has established, which include attribution (others can do anything, but have to give credit), share alike (others can distribute, but only under same license), non-commercial (others can do anything, but has to be for non-commercial purposes only), and no derivative works (others can do anything, but can't create derivative works). These licenses are legally binding and can be mixed together to create a variety of combinations. Creative Commons provides an easy to use "License Wizard" on their website that customizes licenses for creators. So far, approximately 350,000,000 licenses have been produced by Creative Commons.

MIT's OpenCourseWare (OCW) was the first university to create an OER website. OCW began in 2002 and now has 2,000 courses. There have been 86.8 million visits to OCW content since October 2009. 78% of MIT's faculty has published OCW. 43% of OCW's audience are "self learners," 42% are students, and 9% are educators. 17% of educators that visit the OCW site have reused content and 32% expect to do so in the future. Since OCW's creation, dozens of colleges and universities around the world have created their own OER sites. 100 institutions worldwide are openly publishing courses, while 150 more have projects underway. Over 13,000 courses have been openly published globally and 85% of these courses are from institutions other than MIT. 54% of OCW traffic is non-US: 17% from East Asian, 11% from Western Europe, 9% from South Asia, 4% from Latin America, and 13% from other regions. OER continues to expand as a global trend. Other notable OER efforts include OCW Consortium, Rice University's Connexions, Carnegie Mellon's Open Learning Initiative, University of the People, and iTunes.

There are four significant advantages to utilizing OER: collaboration, accessibility, potential to lower student costs, and technological advancement. OER promotes collaboration

because resources can be modified and reused, allowing for participation between creators and users. OER can be improved by a broad community of educators, resulting in materials that represent what the educational community sees as valuable. OER provides wider accessibility by providing educators with new access to educational material and have the potential to spur pedagogical innovation, introducing new alternatives for effective teaching. OER also increases the opportunity to access resources internationally and gives more access to self learners. OER's potential to lower students' costs could result from distributing the costs to develop high-quality learning materials over a large number of users. Thus, OER can bring a greater range of tools within reach of more users and can lower the costs for students to obtain educational content. In regards to technological advancement, OER and online hybrid learning are natural partners in efforts that take advantage of – and prompt – developments in educational technology that facilitate new media, new formats, and new means of distribution.

While there are advantages to OER, there are also some downsides. The downsides to OER are issues pertaining to quality control, intellectual property and copyright concerns, and faculty resistance. The quality of OER can be uneven and depends largely on the sources. Some OER are simply ineffective at presenting content in a valuable manner. The value of OER tends to decrease without periodic updating, and as a result, many are not kept current. Even within an OER repository that is operated and sanctioned by a respected institution, individual resources might not be held to the same standard of quality as the institution's other offerings. Intellectual property and copyright concerns are raised because many OER need to be adapted for use in departmental or institutional context to meet local requirements or needs. Whenever content is shared, and especially when it can be modified, questions arise over these legal concerns. Inevitably, there is some faculty resistance to accepting OER. Creators of OER, such as educators, may be hesitant to allow their resources to be remixed and redistributed. Faculty members' credibility could potentially be diminished due to adjustments made to OER by other users. Faculty resistance may be a result of quality control concerns, as well.

OER appears to be headed in four distinct directions: Open Course Content, Open Access Journals, Open Textbooks, and Open Instructional Software. Open Course Content, such as MIT's OCW, is composed of high quality university-level course materials, which are "free and openly" available. Using Creative Commons, Open Course Content is available for sharing and remixing without cost. Open Access Journals aim to address the "knowledge divide." There are approximately 5,175 journals and 417,681 articles. These journals are of no charge to institutions or readers. Users can download, copy, distribute, print, and link to full text. Currently, there is a Directory of Open Access Journals website. Open Textbooks started with Rice University's Connexions in 2000. Connexions is an environment for collaboratively developing and freely sharing textbook content. Open textbooks function under the concept of micro-contributions. There are 16,531 remixable "modules" and over 1000 collections of open textbooks. Experts contribute to these textbooks for reasons other than monetary gain. Flat World Knowledge is a website that is contributing to the growth of open textbooks. Open Instructional Software, which was developed at Carnegie Mellon, is guided by the learning theory. This OER format has embedded cognitive tutor capabilities in software, which provides scaffolding, much like a human tutor. Open Instructional Software could also be utilized to develop and/or refresh basic skills.

There are several implications for teaching and learning as a result of OER. Many wonder, "How far will OER go?" OER could have a disruptive outcome on the higher education community by causing all components of education to eventually be available online, free, and

allow learners to construct courses. A less disruptive outcome caused by OER would result in little change to higher education and simply more enhanced quality, open, digital content. A second implication for teaching and learning involves more learners. More learners would result from increased availability to adult learners, who work full-time, as well as other non-traditional students who could benefit from OER because they are available for independent, self-directed study. There will be more access to resources, more of the time. Resources will also be available at an international level. The potential to lower the costs of education is especially appealing to students, since the current cost of education is on the rise. The rising costs limit the number of people who can access educational resources. OER could potentially lower the costs of educational resources and thus, widens access. Another implication for teaching and learning is the potential collapse of the traditional publishing industry. Due to Creative Commons, traditional publishing standards will no longer be necessary. The traditional publishing industry could suffer financially because of OER's free access to resources without cost. Lastly, a significant implication of OER in higher education involves its likelihood to facilitate new styles of teaching and learning. OER gives faculty the ability to pick and choose the individual resources they want to use and to modify resources, or "assemble" them in unique ways. This would increase the diversity of learning environments and instructors would be free to focus on teaching, rather than content creation.

The information included in our presentation was taken from actual OER, which were licensed by Creative Commons. We would like to give special thanks to Josh Baron, Director of Academic Technology & eLearning at Marist College and Educause's "7 Things You Should Know About... Open Educational Resources" for providing us with the information we used in our presentation. Our presentation was intended to be an example of the potential impact OER could have on students and faculty in higher education.

How a Cultural Diversity Lab Can Meet All Ten APA Goals

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Abstract

As the American Psychological Association continues to advance its 10 guidelines for the undergraduate psychology major (2007), faculty seek to develop a more comprehensive experience for their students that helps meet these guidelines. Goal 8 of the APA's 10 guidelines, knowledge, skills, and values respective of sociocultural and international awareness, has been cited by some (e.g., Sciame-Giesecke, Roden, & Parkison, 2009) as often being difficult to incorporate into the curriculum, given the nature of single-semester coursework. This roundtable presentation proposal intends to provoke a dialogue with participants on the student learning outcomes associated with participating in a cultural diversity-focused research lab where members may gain experience over multiple semesters. The faculty supervisor, selected student members, and one alumnus of the Cultural and Racial Diversity Studies Lab (CARDS Lab) will discuss the personal and professional benefits of joining the lab and how different components of their multi-semester experience contributed and continue to impact their overall learning and growth.

How a Cultural Diversity Lab Can Meet All Ten APA Goals

The lead discussant will open the roundtable by introducing the student presenters, who collectively will have had 15 semesters worth of experience in the lab. He will describe how different components of the lab experience can help students appreciate and attain general and specific knowledge and skills tied to each of the 10 APA guidelines, paying special attention to Goal 8. Students in the CARDS Lab are involved in all aspects of the research process: developing research questions, selecting appropriate methods, literature review, participant recruitment, data collection, data coding and analysis, and presentation of data at local and professional conferences. Students learn specific technical research skills as well as ethics and teamwork. Moreover, because the lab focuses on diversity-related content, students learn about the relative social importance of understanding multiculturalism, how it can be applied to their own personal and professional lives, and how interventions can be developed to improve outcomes associated with sociocultural awareness. The student discussants will address how exposure to lab content and procedures have helped to increase their understanding and awareness of a range of relevant diversity-related issues including racial microaggressions, phenotype and cross-race perception, intergroup relations, homophobia, general issues of campus climate, and the use of classroom techniques to foster an understanding of multicultural perspectives.

Because the lab is dynamic and changing with new students involved every semester, and projects existing at different stages of their natural cycles (e.g., idea → implementation → dissemination), exposure to the other nine guidelines proposed by the APA has also been diverse for the lab members. Student discussants will also address the remaining nine goals of the APA guidelines in the following ways:

Goal 1: Knowledge Base of Psychology. Students will describe how they value the scientific method to enhance their understanding of the empirical nature of psychological science, at the appropriate levels of complexity and real-world application. Students will also discuss how different theories can help describe, understand, and predict certain cognitive processes associated with cultural intergroup relations and cross-race perception.

Goal 2: Research Methods in Psychology. Student discussants will describe how they can learn to conduct research with guidance and mentorship in hopes that they will feel more competent in conducting independent research in the future. They will also describe procedures involving data collection with diverse samples (e.g., ethical item writing, stratified sampling).

Goal 3: Critical Thinking Skills in Psychology. By reading relevant research articles, students can appreciate and question prevailing stereotypes and challenges of promoting and experiencing multiculturalism on a college campus.

Goal 4: Application of Psychology. Discussants will describe how concepts and theories from the lab can be used in their real-world experiences and graduate school training. In particular, one discussant who is also a residence hall director will describe how exposure to diversity-related content and skills in the lab has helped him resolve interpersonal conflict in professional situations.

Goal 5: Values in Psychology. The CARDS lab exposes students to different cultural group identities and values, and helps students to appreciate and understand multiple perspectives. In particular, the alumnus discussant will cite how the lab experience reinforced her belief in developing and implementing empirically supported interventions as part of her clinical training.

Goal 6: Information and Technological Literacy. Students will briefly discuss the relevant technical and technological literacy skills they have gained from the lab.

Goal 7: Communication Skills. Discussants will describe the process of teamwork among a diverse group of lab members, as well as communicating research findings to targeted campus and professional organizations. Discussants will also describe the process of writing and communicating about diversity in accurate, non-pejorative manner.

Goal 9: Personal Development. Discussants will describe how the lab has uniquely prepared them to be well-rounded individuals by examining their assumptions about sociocultural issues and identities.

Goal 10: Career Planning and Development. Participating in a research lab gives students real-world experience that may influence important career decisions, while gaining practical knowledge of what their future might be like. The senior honors student on the panel will discuss how her process of sociocultural awareness changed during her experience in the lab, culminating in a set of testable hypotheses regarding a challenging research principle. The student alumnus from the lab will describe how the lab prepared her for graduate studies in a doctoral program.

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Seeking Success with Online Technology – e-textbooks, social networks, websites & student characteristics

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Abstract

Online technology is a major component of almost every psychology and, for that matter, every social science course. Whether technology means teaching online, requiring e-textbooks, using computers in the classroom or assigning internet-based term projects, the use of technology is growing exponentially. This panel will take a look at several means of teaching with technology and determine which methods lead to successful results. What do students like and dislike about the online environment when it's brought into a classroom? What makes students successful with technology? Can we determine what will and what will not work?

Seeking Success with Online Technology – e-textbooks, social networks, websites & student characteristics

Using technology in the “classroom” has come to mean assigning internet-based projects, requiring and encouraging students to use e-textbooks and even teaching without the walls of a traditional classroom. What techniques work to create knowledgeable, capable, successful students? This panel will look at several techniques - online assignments that stimulate student learning by using the internet, the use of e-textbooks and the characteristics of the successful online student.

Two online assignments will be explained that have been successfully used to stimulate student interest in psychology. In assignment 1, students are asked to develop a new Facebook™ page for an influential figure in the history of Personality Psychology. The task is to impersonate him or her on Facebook™. Students begin by selecting a theorist and then researching his or her life and theory. Once they know something about the theorist, they begin to develop the Facebook™ account as if they were the theorist. Students are required to incorporate information about the person's background, personal life, and theory. After students have developed their own pages, they are required to “friend” each of their classmates. After “friending” each other, students comment on each other's pages. This makes the project dynamic and interactive. Students not only learn about their own theorist, but about the theorists that the other members of the class have chosen to impersonate. Becoming a clinical psychologist – using the internet to evaluate disorders and websites

Assignment 2 requires students to “become” clinical psychologists, creating a person with specific characteristics and a psychological disorder. Students research the disorder and writing as clinical psychologists, describe their patients' symptoms. Students are required to use 3 websites to obtain information about the disorder and evaluate each websites' usefulness and reliability. Students complete their paper with possible recommendations for appropriate treatment. In this assignment, students are able to learn more information than they would in

class or from a basic textbook and use critical thinking to choose suitable websites and extract appropriate information, as well as determine a proper course of suggested treatment.

Even though e-textbooks are becoming increasingly available throughout the social sciences, their effect on teaching and learning has received minimal attention. Research presented here addresses this paucity by exploring the pedagogical potential of using e-textbooks, including a discussion of the practical advantages and disadvantages of using e-textbooks, the varying characteristics of e-textbooks, the results of a student survey about reactions to an e-textbook, and a pilot study of student learning comparing the use of an e-textbook and a corresponding paper version of the same textbook. The paper concludes with suggestions about using e-textbooks in courses.

While the jury is still out regarding whether online courses are as effective as on campus courses, one cannot dispute the popularity of online courses. An increasing large number of institutes of higher education, possibly for financial reason, are offering online courses. And an increasing large number of students, possibly for convenience and possibly because they perceive online course as being easier than on campus courses, are opting to take online courses. Despite their attractiveness, however, the dropout, failure and rate of incompletes in online courses appear to be higher than that of on campus courses. Rather than determining whether there is something inherently wrong with online courses, it would be useful to determine whether there is a type of student who does especially well in online courses. This research will look at two promising predictive variables of online course success: Mindset (See Dweck, 2006) and Learned Optimism (See Seligman, 2006).

Developing Instructional Podcasts using Windows®

Diana Milillo, Nassau Community College

Abstract

Developing and enhancing our technological pedagogy is necessary for keeping up with the “millennial” generation of students. This workshop will be an interactive demonstration of how to design and create a podcast, specifically using Windows-based computers. A “podcast” is a recorded program of talk, music, or video made available over the Internet as a file that can be downloaded to a computer or portable device. Podcasts can be especially helpful in reinforcing difficult or abstract concepts, and students can rewind and replay them as many times as they want. Audience members are encouraged to bring their own laptops.

Developing Instructional Podcasts using Windows®

Today’s college students are an increasingly diverse, technology-savvy population with a variety of learning styles and needs. Young college students are part of a generation called “digital natives,” which means that they have always had some form of technology (e.g., computers) available in their lives. Increasingly, our students are becoming more reliant on alternative modalities of learning, especially as life and work commitments increase. It would serve professors well to keep up with strategies that would best reach our changing students. While we are not hired to entertain our students, incorporating meaningful and engaging technologies may help bridge a generational divide and increase rapport in our classes, without the risk of sacrificing content.

This workshop will offer a brief tutorial on how to design and create instructional podcasts. A “podcast” is a recorded program of talk, music, or video made available over the Internet as a file that can be downloaded to a computer or portable device (Webster’s New World College Dictionary, 2005). It has been my goal to create a series of short and informative podcasts to supplement my online and face-to-face classes in Introductory Psychology. For each chapter, I create several quick (5 – 10 minute) podcasts, which will be audio (my talking) with visual images (e.g., slides, pictures, graphs, tables), video, or a combination of all three modalities. I focus on concepts or theories with which students routinely have trouble, such as aspects of biopsychology and the brain. Podcasts can meet the needs of students with various learning styles, as they present visual pictures or animated displays of often hard-to-describe or abstract concepts. Further, podcasts can be especially helpful in reinforcing lecture material because students can rewind and replay them as many times as they want.

Podcasts can be easily accessible by being uploaded to iTunesU (free online storage for audio and video material), which means that individual professors can upload material and students can “subscribe” to their series of podcasts. In an informal survey of my 120 students this semester, approximately 75% already have an iTunes account, and close to 98% say they would be very interested in viewing podcasts on class material. Students are able to watch podcasts on their computer, or download them to a phone or portable music player (e.g., mp3 player). This way, students could have the flexibility of reviewing class material whenever convenient (e.g., on the way to work). I believe this pedagogical tool would help increase retention, in that a student would not feel left behind if s/he had to miss a day of school or needed extra review.

In the proposed workshop, I first will give a brief overview of what a podcast is and how it can be used as a teaching modality. Second, I will show how creating podcasts require different processes using a Macintosh computer or a Windows-based computer. I will also introduce different software that can be useful in creating and editing a podcast. This introductory discussion will take approximately 15 minutes, using as many visuals as possible. For the duration of the workshop, I will focus our efforts on demonstrating how to create a short podcast with the audience. This will be a very interactive session, in which the audience members work in groups to collaborate on the stages of creation. For example, one group will work together to come up with slides that students will see, while another group will record an audio track to accompany example slides. Groups will move to as many different stages of creating the podcast as time will allow. In the last 15 minutes of the session, we will take the pieces of the groups' creation and explore ways of putting them together for student use. Audience members are encouraged to bring their own laptops to follow along.

In short, developing and enhancing our technological pedagogy is necessary for keeping up with the newest generation of students and those to come. Advancing technology at (community) colleges is even one of President Obama's goals for developing a 21st century global economy (The Chronicle, 2009). I strongly believe that developing instructional podcasts can connect students with professors on an on-going basis.

Teach Psychology by Teaching Juggling
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Abstract

Learning to juggle is easier than it seems. It is not difficult to teach large sections of students to juggle, while only using a small portion of class time. Juggling is then used to discuss reinforcement, motivation, modeling and a host of other basic psychological concepts. In this workshop I will teach attendees to juggle and how to integrate the teaching of juggling into an existing course, the concepts I cover and the practical issues involved. Everyone will also receive their own set of juggling bean bags.

Teach Psychology by Teaching Juggling

Bennett and McKinney (2000) describe the use of juggling to teach basic concepts in an Introductory Psychology class. These concepts included automaticity, explicit and implicit memory, synaptic transmission, and language cognition. Recently, I have begun to incorporate juggling into my Learning Motivation and Emotion course. I've used juggling to teach some of the concepts suggested by Bennett and McKinney and I've added concepts relevant to my course content.

Active Involvement of Participants

In this workshop I will teach participants my method for teaching juggling in class by teaching them to juggle as I do with students in my class. I break down the juggling into three primary steps. 1. One bag toss from hand to hand. 2. Two bag toss from hand to hand. 3. The three bag toss that is juggling. At each stage we will practice and discuss proper technique. I will provide bean bags for each participant. During the discussion of concepts, I will ask attendees to identify other courses and concepts that be addressed with juggling.

Application of Concepts

Learning a new motor skill (Step 1) allows a discussion of automaticity. Students receive explicit instructions for throwing bags from one hand to the other, but through practice are striving to automate the throw. Successful completion of Step 1 requires the development of an implicit motor skill. The conversation easily expands to other instances where students have automated a motor task (e.g. typing, driving a manual transmission).

During the practice of Step 2, the two-bag toss, we talk about operant conditioning principles. After explaining operant outcomes, students are encouraged to identify the reinforcements present in juggling. As students practice, I offer explicit reinforcement in the form of praise for successful single tosses. Dropping bean bags is an aversive event that allows the class to discuss the nature of punishment and negative reinforcement.

In Step 3, the three-bag toss, students must combine the previous steps into the final form of juggling. This is a challenge and is only possible if students have developed sufficient skill in the two-bag toss. The consideration of difficulty and skill-level starts a discussion on Optimal Flow Theory. After practicing for a short time, students often report being on the verge of “getting it.” The excitement and interest they have during this stage is nicely predicted as a sense of competence by Optimal Flow. Students who master basic juggling are quick to suggest ways to increase difficulty and thereby manipulate their own sense of flow.

Throughout practice students help each other, laugh at each other, and enjoy a sense of community in the classroom. I use this outcome when discussing psychological needs, specifically relatedness. Students see how common goals have drawn them into relationships with their classmates.

During class, students will often spontaneously note a psychological concept inherent in learning to juggle. They realize my constant efforts to point out the concepts and join me in seeking them out. The resulting atmosphere is one of reciprocal instruction.

Practical issues

The practical issues of using juggling in the classroom will also be discussed. Students should be encouraged to purchase bean bags. Bean bags stay in place when they fall as opposed to tennis balls or similar objects that can roll away. Moreover, items that bounce or would be too large to hold in the hand are undesirable.

In order to maintain interest, I limit practice to 5 minutes per class time. (Spreading out the training also allows us to discuss massed vs. distributed practice.) On surveys, students report looking forward juggling as a 5-min break from lecture. It seems that the short time devoted to juggling helps maintain high interest and prevents fatigue. By engaging in juggling over several weeks we are also able to apply the juggling to a wider range of concepts.

Students with disabilities represent a special concern. I explain that ability to juggle is not graded, and that understanding how the act of learning to juggle can relate to course material is the goal.

How Should Faculty Teach About Diversity in the Classroom?

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Abstract

Faculty have reported and recommended usage of a variety of classroom techniques to incorporate issues of diversity, including combinations of lecture and class discussion (Sciame-Giesecke, Roden, and Parkison, 2009) and publications reflecting diverse perspectives (e.g., Ocampo et al., 2003). A minority of faculty cite more interactive techniques such as intergroup dialogue (e.g., Nagda, Kim & Truelove, 2004), film showings, and intercultural panels (e.g., Sciame-Giesecke et al., 2009). This study examines college undergraduates ($N = 199$) who completed at least one class in which the content was focused on diversity. Results suggest that diversity content alone is not the most helpful; rather instructors' facilitation skills incorporating multiple perspectives into the classroom, and encouraging students to share their own experiences are more effective. In this presentation, we will present results from a single-site study and discuss implications that correspond with APA's guidelines for the undergraduate psychology major, specifically Goal 8 (sociocultural and international awareness, APA, 2007).

How Should Faculty Teach About Diversity in the Classroom?

A major concern at universities today pertains to the daunting challenge of promoting diversity on college campuses and sufficiently educating students about the global society we live in. More than 60% of employers in a poll conducted by the Association of American Colleges and Universities agreed that new graduates who come out into the work world lack the skills to thrive in a global economy (Fischer, 2007). As institutions encourage faculty to diversify their curriculum, there seems to be a disconnection between what students find most helpful in learning about diversity and what faculty think are helpful. The majority of faculty respondents in a study by Sciame-Giesecke, Roden, and Parkison (2009) suggest that adding course content on diversity is sufficient. These authors promoted a model that proposed student input is necessary so that faculty know which student-centered methods are most effective.

Method

Participants ($N = 535$) voluntarily completed an online Qualtrics survey about campus climate in which they answered if they had taken a diversity class before. This study examines the subset of participants ($N = 199$) who had taken at least one course dealing with diversity.

Three research assistants independently reviewed qualitative responses to two inquiries about courses students said were the best in helping them learn about diversity. Question 1 asked respondents to write about why this class was the best. Question 2 asked about why their professor was the best. Research assistants used grounded theory (see Taylor & Bogdan, 1998) to develop a list of themes that best characterized the responses and then a codebook, based on these themes, that was then used by two other research assistants to code the data.

Participants

The sample consisted of 199 college students (146 women, 53 men) ranging from freshmen ($N = 39$), sophomores ($N = 45$), juniors ($N = 61$), and seniors ($N = 54$). Participants' majors included 44.7% College of Integrated Science and Technology, 25.6% College of Arts and Letters, 10.6% College of Business, 12.6% with more than one major, and 6.5% undeclared or another major. The average age was 20 years, ranging from 18 to 36 ($SD = 1.92$). The racial background of participants was 83% White, 6% African American, 4.5% biracial or multiracial, 3.5% Asian or Asian/White, 2% Hispanic or Hispanic/White, and 1% other.

Results

Results revealed specific strategies that students felt were most helpful in learning about diversity. One frequent theme discussed how instructors used open class discussions that promoted students to share their thoughts and experiences. One participant wrote, "He didn't just lecture and have us listen to his perspective. He wanted us to have open and honest discussions with our classmates and to get to know one another for our similarities and differences." Another common theme consisted of the professor creating an encouraging environment for dialogue and discussion. A third theme discussed teaching tools professors used such as videos, presentations, movies, and guest speakers. Some participants mentioned how they were required to interact with a diverse group within the community and were able to see a new perspective through the eyes of others. One participant wrote, "[the professor] let us do a project that involved the demographic we most feared and knew the least about which led to a better understanding of how similar everyone really is despite how different they appear..."

For the second question, participants cited many common positive personality characteristics of instructors described as being the best at teaching about diversity, including warm traits such as being accepting, unbiased, honest, open-minded, and respectful. One participant wrote, "[the instructor] is probably one of the most accepting teachers I have ever met. He was so enthusiastic about breaking down barriers and how to promote a great work environment in the classroom." The professor's openness and willingness to share their personal experiences was another noticeable, impactful theme. One participant wrote, "[the instructor] always [talked] about her personal situations in Haiti and other countries so she knows a lot about other cultures and why it is good to have a diverse community." A third theme was that professors encouraged or taught students ways how to accept people who are different from themselves and how to change their own discriminatory behavior.

Conclusion

Findings should provide faculty ideas on how to best communicate about diversity in the classroom. This should invigorate the curriculum in more effective and student-centered ways. Specifically, we hope faculty can help students be better able to "interact [more] effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspective" and "examine the sociocultural and international contexts that influence individual differences" (APA, 2007).

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The Goals and Pitfalls of Teaching Undergraduate Statistics

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Abstract: Statistics is one of the most valuable college courses and disciplines. Statistics is the language of proof in science. An introductory statistics course is a lesson in scientific thinking, one that should increase the students' ability to problem solve and critically think in all areas. But teaching statistics on the undergraduate level offers a number of special difficulties, including student math phobias. This paper discusses the problems of teaching undergraduate statistics, as well as some ideas to make it a productive experience for all.

The Goals and Pitfalls of Teaching Undergraduate Statistics

What follows are observations and recommendations which the authors offer from their own experience of teaching statistics to undergraduate psychology majors for many years.

It's Not Just Math

A common complaint heard from our students taking introductory statistics is, "This is a math course, and I am not good with math." Unfortunately many psychology students see statistics unconnected to the aspects of psychology that caused them to major in it in the first place. Students often see statistics as the most dreaded of all subjects – Math. And many statistics courses leave students puzzled as to how statistics is used in answering questions. But while statistics is indeed a branch of mathematics, an introductory statistics course is not a mathematics course or at least should not be. Elementary math is of course involved but as Moore and Roberts state statistics is not mathematics [1] (p.81), and Kempthorne maintains “statistics has been captured and enslaved by mathematicians”[2] (p.21). While researchers use statistics to answer important and maybe even fascinating questions they are not focused on mathematical theory.

From the first day of class students should clearly understand that introductory statistics is a course in scientific thinking and problem solving. Psychology students should be taught by psychology faculty and not in the math department. Some text books in statistics leave a good deal to be considered from a psychology point of view. Many of the texts are too verbose and most students would drown in the excess verbiage while plowing through the narrative on several important subjects. Instructors owe it to their students to be as current as possible and to obtain a text which manages difficulty in a clear and concise manner without dumbing down the subject matter.

The Value of Statistics

Statistics is among the most valuable of college courses and disciplines. Science is a method, the method of accepting nothing without proof (and accepting all that is proven even if personally uncomfortable). Science is based on proof and it alone produces results. Statistics is the language of proof in science.

It is impossible to understand reality without the scientific method and it is impossible to use the scientific method without statistics. When students understand that statistics is the study of

randomness by utilizing probability they can begin to grasp that statistics is a scientific inquiry that depends on different reasoning than pure mathematics, which is a purely logical enterprise.

Statistics as Problem Solving

We must always tell students that the purpose of statistics is not to torture numbers and themselves - but to answer questions. Questions that can be answered only by using statistics, or making up the answer, and the former is a far better approach.

Students almost universally despise statistics- yet "problem solving", be it in interactive video games, crosswords, scrabble, chess, tinkering, computer programming, even mystery books and sports strategy, is a source of pleasure for most. Indeed it would be hard to find a student not interested in at least one of the above. And statistics is problem solving!

It is of major importance that statistics be presented as a course in scientific method and problem solving. Statistics is a once in a lifetime opportunity for the student to experience formal problem solving and critical thinking exercises. Instructors ought to advise students that it should be a conscious raising experience that exposes them to a new way of thinking and enhances their ability to engage in this mode of thinking in other academic endeavors.

Statistics is a subject matter in its own right and as part of the curriculum it has the potential to significantly benefit all students. Statistics is a skill of logical speculation, decision making and problem solving. It is useful to all students. Students should not feel they are wasting their time by undertaking another academic ordeal. Statistics is not simply a difficult course to get through, it is a fundamentally new and better way to look at the world and it carries lifelong benefits regardless of the student's future path. All students and psychology majors in particular need to clearly see the statistical connection between psychology's findings and the scientific foundations involved in the investigative process.

One of us recalls getting a good grade their first undergraduate course in statistics without for a second understanding why they were doing any of this. But the purpose of what we are teaching is to answer a question such as "does stress decrease test performance". That's what we care about and actually all that we care about, but to answer that question we must compile data (i.e. do an experiment). But the data must be evaluated as to whether it provides the answer or can be dismissed as due to chance. We then need a way to access probability. This leads to using the normal distribution, which leads to constructing t and determining its probability. But the ultimate purpose is to answer a question with words. For example "stress was found to significantly reduce test scores."

Bottom Up vs. Top Down

Students first exposed to statistics take what we call a "bottom up" approach to statistics. That is, to do a t test, they will first start figuring out the values needed to construct the t , i.e. the group means, variances, n 's. Then they will get out the formula for t and start plugging in data. If they get to this point, most are satisfied that they have "completed" the problem. Only some may bother to look for the tcv , and only if pressed they may come up with some semblance of a conclusion in words. If you are doing a t test some of this type of thinking is inevitable and

required. But this means that students will more times than not fail to provide a word conclusion, and inevitably fail to understand why they were doing all this in the first place. Thus students should be encouraged to simultaneously adopt a “top down” approach to statistics, where the question, phrased in words and to be answered in words, comes first.

Goals of a statistics course should stress:

1. Emphasizing looking for and performing the minimum amount of procedures and steps to answer our question. Again the idea of statistics is not to perform mathematics or draw distributions etc., but to provide empirical answers.
2. Going over the minimum amount of the logic behind the procedure that is needed in order to have students understand why the methods work. We think it is important for students to understand that the procedures do not work by magic or the authority of the statistician - but are all grounded in solid logic.
3. Getting students to understand that there may be a number of different procedures to handle given data (and the procedures themselves are all related and consistent) and legitimate debate among statisticians exist as to approaches. (Are one-tailed tests ever permissible? How to proceed after the ANOVA, etc.) This also entails going over the minimum amount of history of statistics needed to provide understanding that statistics evolved and continues to evolve, and like everything else bears the signs and tell-tale imperfections of its evolutionary history.

Some Dilemmas and a Solution

Many introductory statistics instructors have a difficult dilemma of balance in deciding how much to cover and whether to include more advanced topics. Introductory statistics must start from scratch, it must cover descriptive statistics and drawing histograms, and serves as the first time students are exposed to hypothesis testing. The fact is students do not readily absorb statistics, so the instructor cannot cover as much as he/she wishes. Indeed many students have trouble keeping up with a course that ends just barely mentioning the ANOVA. Statistics requires a more sympathetic ear for students in need of coaching and tutoring. This latter situation looks to the department for a solution. Failure to even expose students to any of the statistical procedures, such as factorial ANOVAS and multiple regression that they are going to encounter in journals, raises the need for a two semester course. We all know that not much real use of statistics in research involves single sample t-tests, or even just one-way ANOVAS.

Years ago one of us was doing the lab section of a statistics course which was less comprehensive than an intro statistics class for psychology undergraduates. Nevertheless, the number one question during tests was which procedure to use for a set of data. The students were taught only three or so procedures- had them in their notes but had no idea which procedure to apply to which problem. Undergraduate psychology statistics students are not much different. Even the best students in the class generally learn to just apply formulas to numbers by rote with no understanding of what they are doing. For example when given data for an independent group **t** test in summary form-the **mean**, **n** and **SD** for each group, we have had students treat it as dependent group **t**-test subtracting one **SD** from the other, one **n** from the other, for their set of difference scores and we have had students do correlation, treating the above for one group as the “x” column and the above for the other as the “y” column!

Statistics is among the hardest subjects for undergraduates to comprehend. Anything with numbers intimidates students, but in addition, statistics may even be counter to how people usually think!

These problems do not have one simple solution. An example of an important key is having students understand what sum of squares is. Sum of squares is a measure of variability in itself, simply not taking into account how many places there are to contribute to variability. One of the author's strongest memories of his first statistics course was seeing endless rows of summation signs during coverage of the **ANOVA**. But that was not what was really being done, i.e. endless summations, but rather attributing variability. Partitioning variability is the basis of all parametric statistics and students need be made to understand that the parametric inferential statistics they are learning are doing the same thing, a **t** test is just **ANOVA** with two groups and **ANOVA** is just regression with categorical predictor variables. And sum of squares is at the heart of them all. We feel that this basic understanding will serve students better in their future encounters with statistics than how many different topics can be jammed into an introductory statistics course.

Another example is that confidence intervals are not only not emphasized enough in books, despite APA guidelines that they be reported, but are often treated as something apart and different from hypothesis testing. Statisticians who oppose hypothesis testing do the field no favors in presenting the argument as hypothesis testing versus confidence intervals when the two are just different ways of stating much the same thing. Understanding the relationship between the two is important. If one also knows the **n**'s and the **means**, a reported **t** can easily be turned into a confidence interval, thus with a given set of **means** and **n**'s a **t** observed is a confidence interval. It is the relationship between the procedures covered in an undergraduate statistics course that must be presented to students. The procedures represent a unified whole, not a smorgasbord.

Statistics and Computers

No real statistics is done by hand anymore. Students have to be current when using computer packages such as SPSS & SAS. However, students have to understand how to do procedures by hand and be aware that the danger of computer packages is their very ease - the ease with which they can generate page after page of output that one may have no understanding of how to interpret or use.

Computers have changed what statistical procedures can be done. Procedures that in the past were undoable, now take seconds to do. While students will be taught to do procedures by hand, ultimately they will be answering these questions through statistical packages.

Teaching statistics must be done in a manner that complements and explains SPSS or other package output, not in a manner that hinders it. Students often tend to see what they do in the lecture section, doing statistics by hand, and what they do in the lab section, which is using SPSS, as unconnected. Lecture instruction has to be an explanation of what they do in the lab. Otherwise they are left with very little understanding of what their robotic training truly means. The lecture material and lab material complement each other. But while students may prefer a

pure lab presentation, without replicating some lab outputs by hand, they would neither understand what they are finding, nor how they could use the results.

Yet statistics as covered by most textbooks does not accommodate how students will be using statistical packages and the output they will be getting. The levels of measurement as presented in some textbooks are traditional, but outdated and misleading. The distinction between interval and ratio is trivial; both are called "scale" by SPSS. Dealing with one tailed tests, or the raw score would have been needed to reject is unnecessary, confusing and not in keeping with SPSS output. Nothing is more counter to scientific thinking than doing something merely because it is traditional. The very notion of one-tailed tests, a legalistic trick to use $\alpha=.10$ and call it $\alpha=.05$ belongs to an era where exact p was not instantly obtainable via a computer program.

Of course computers open many vistas for statistics. As put by Thomason and Les:

The personal computer has freed statistics education from the limitation of textbooks. They can easily present the results of many experiments and can let the student explore and experiment with these results... We would like to report our personal experience here. Although in some abstract way, we knew what statistical power is and why it matters, it was only in seeing it in action on the computer screen that we really came to have a deep intuitive understanding of what power means.. [3]

We need to explain computer packages to enable students to carry out research in the future. But it is also necessary to emphasize that nothing replaces understanding, and understanding can only come from doing the procedures by hand as well.

What a Statistics Course Should Emphasize and What it Should Not

A statistics course should start out by describing the kind of questions statistics is used to answer in psychology, and emphasize that the answers must be in English (assuming of course that is the language of instruction), not in mathematical symbols. If students do not understand the need for statistics, and that it is used to answer the questions that they find interesting in psychology, they will never be motivated to understand statistics.

Most students are gun shy of math, so statistics appears forbidding. A solution should include the notion that the course is primarily about thinking. Much lip service is provided to critical thinking, but not very much about it is done in most courses. Statistics must be the exception. Statistics is the main course to present critical thinking and problem solving ideas.

Statistics is answering questions by marshaling evidence. Thus we need to emphasize looking for and performing the minimum amount of procedures and steps to answer our question. Again the idea of statistics is not to perform mathematics or draw distributions etc., but to provide empirical answers. We need to deemphasize having students draw distribution tables or stem & leafs, or draw the distribution of the sample statistic or test statistic. There is much that is essential, so everything nonessential need be jettisoned.

To understand the logic of the procedures it is absolutely essential that students understand for example, what sum of squares are, that they are a measure of variability in themselves, and that all of the parametric statistics are really doing one and the same, and just portioning variability.

In order to do justice to undergraduate statistics, it really should be a two semester course due to the complexity of the subject matter. Otherwise, too much needs to be crammed into too short a time. Changing the thinking on this question is usually no easy task but is worth the time and effort to try and influence this change. There just is not enough time to cover the various topics in a meaningful way for a great number of students engaged in the course. The normal distribution and Z scores need more time for explanation than possible in a one semester course. But students who fail to understand these concepts will be handicapped for the rest of the course. More time than can be devoted in a one semester course is needed to adequately cover correlation. Statistics is a prerequisite to the measurement course, but students tend to enter that course not understanding correlation, so they fail to understand the concepts of reliability and validity that are at the heart of the measurement course.

Students need to know how to do one way ANOVAS and t -tests by hand to fully understand the concepts involved. Non essential computing by hand, such as estimating power by hand, or arduous computing by hand, such as calculating correlations using z scores should be eliminated. Furthermore when going over computing procedures by hand, books and instructors, perhaps in an effort to use "realistic" data, often use larger data sets than needed, so providing more busy work, but also more tedium and places to go wrong, while not providing more understanding.

Complexity of Material, Simplicity of Presentation

We are aware of the complexity of the material in statistics. We feel that there is a big difference between complexity of material and simplicity of presentation. In statistics the material is complex! The presentation thus must be simple! Indeed, we feel that only a presentation that strives to simplify statistics to the greatest extent possible and maximizes the use of everyday language and vivid examples can possibly succeed in explaining the complexity of statistics to a not always willing audience of students.

Statistics is so substantial and valuable a field, yet so daunting, that the essential task in teaching it is maintaining its integrity while in every way possible aiming for ease. It is no feat and of no merit to convince students of the complexity and difficulty of statistics. It is however both a feat and a worthwhile undertaking to try to convince students that statistics is comprehensible and even beautiful.

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3. Thomason, N. & Les, J. (1998) TOWARDS 2000: Reform in research practice and statistical education. StatPlay: Multimedia for statistical understanding. In L. Pereira-Mendoza, L. Kea, T. Kee, & W-K. Wong (Eds.) Statistical education: Expanding the network. Proceedings of the Fifth International Conference on Teaching of Statistics (pp. 695-700). Voorburg, The Netherlands: International Statistical Institute

Psychology Baccalaureates and Skills Assessment: Unmet Challenges and a Clarion Call

R. Eric Landrum

Department of Psychology



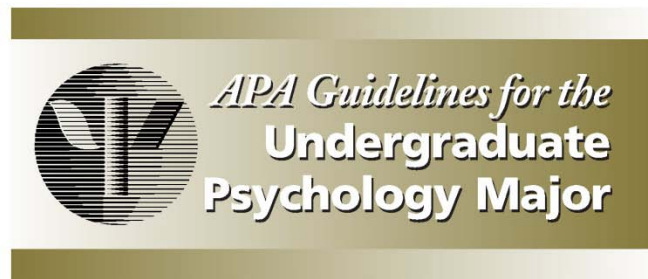
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Farmingdale State College Teaching of Psychology Conference
25th Anniversary Invited Address
Tarrytown, NY
March 25, 2011

Proceeding with care...



<http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>



APA GUIDELINES FOR THE UNDERGRADUATE PSYCHOLOGY MAJOR

APA Board of Educational Affairs Task Force on Psychology Major Competencies

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Jane S. Halonen (Chair), *University of West Florida*
Drew C. Appleby, *Indiana University—Purdue University Indianapolis*
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Martha Boenau
Maureen McCarthy

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guidelines

Goal 1: Knowledge Base of Psychology

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2: Research Methods in Psychology

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3: Critical Thinking Skills in Psychology

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4: Application of Psychology

Students will understand and apply psychological principles to personal, social, and organizational issues.

Goal 5: Values in Psychology

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guidelines

Goal 6: Information and Technological Literacy

Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Goal 7: Communication Skills

Students will be able to communicate effectively in a variety of formats.

Goal 8: Sociocultural and International Awareness

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 9: Personal Development

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10: Career Planning and Development

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Foundational Assumptions

- Whatever exists at all, exists in some amount.
- Anything that exists in amount can be measured.

Alternative Viewpoint

- “Not everything that counts can be counted, and not everything that can be counted counts.”
 - From a sign hanging in Albert Einstein’s office at Princeton University
-

Guidelines with Established Assessments

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guideline	Knowledge-Based Assessments
Goal 1: Knowledge Base of Psychology Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	<ul style="list-style-type: none">• GRE Subject Test in Psychology• Major Field Test for Psychology• Area Concentration Achievement Test (ACAT) in Psychology

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guideline	Skill-Based Assessments
<p>Goal 3: Critical Thinking Skills in Psychology</p> <p>Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</p>	<ul style="list-style-type: none">• California Critical Thinking Skills Tests• Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test• Collegiate Learning Assessment (CLA) Critical Thinking, Analytic Reasoning, and Problem Solving• Cornell Critical Thinking Test• Watson-Glaser Critical Thinking Appraisal• Measure of Academic Proficiency and Progress (MAPP)• Proficiency Profile• Cambridge Thinking Skills Assessment• Ennis-Weir Critical Thinking Essay Test• International Critical Thinking Essay Test• Cornell Critical Thinking Test

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guideline	Skill-Based Assessments
Goal 6: Information and Technological Literacy Students will demonstrate information competence and the ability to use computers and other technology for many purposes.	<ul style="list-style-type: none">• Assessment of Basic Computer Proficiency• Internet and Computing Core Certification (IC³)• Computer Skills Placement (CSP)• North Carolina Computer Skills Test• ICT Literacy Assessment• SmarterMeasure Learning Readiness Indicator

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guideline	Skill-Based Assessments
<p>Goal 7: Communication Skills</p> <p>Students will be able to communicate effectively in a variety of formats.</p>	<ul style="list-style-type: none">• Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test• Collegiate Assessment of Academic Proficiency (CAAP) Writing Essay Test• Collegiate Level Assessment (CLA) Written Communication• College-Level Academic Skills Test (CLAST) English Language Skills and Reading Skills• WorkKeys Foundational Skills Assessment: Writing• COMPASS Writing Skills Test and Writing Essay Test (e-Write)

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guideline	Skill-Based Assessments
<p>Goal 8: Sociocultural and International Awareness</p> <p>Students will recognize, understand, and respect the complexity of sociocultural and international diversity.</p>	<ul style="list-style-type: none">• Student Portfolio and Information Form (SPIF)/ePortfolio• Beliefs, Events, and Values Inventory (BEVI)• Global Awareness Profile• Global Perspective Inventory (GPI)• Intercultural Development Inventory• Munroe Multicultural Attitude Scale Questionnaire

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guideline	Skill-Based Assessments
Goal 9: Personal Development Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.	<ul style="list-style-type: none">• WorkKeys Personal Skills Assessment (Performance, Talent, Fit)• WorkKeys Foundational Skills Assessment (FSA): Teamwork

Guideline Areas Which Need Work

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guideline	Skill-Based Assessments
Goal 2: Research Methods in Psychology Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guideline	Skill-Based Assessments
Goal 4: Application of Psychology Students will understand and apply psychological principles to personal, social, and organizational issues.	

APA Guidelines for the Undergraduate Psychology Major

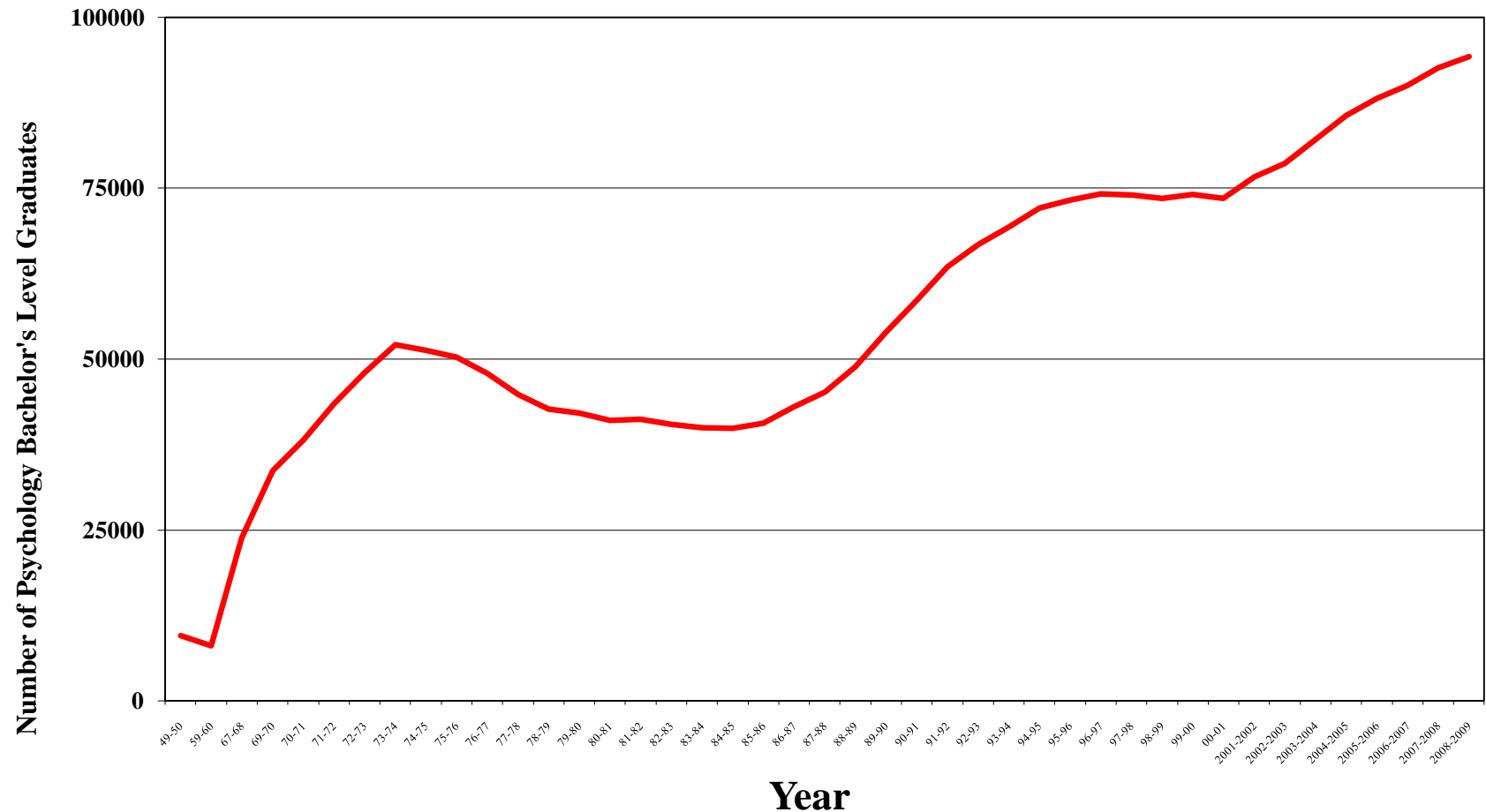
APA Undergraduate Guideline	Skill-Based Assessments
Goal 5: Values in Psychology Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.	

APA Guidelines for the Undergraduate Psychology Major

APA Undergraduate Guideline	Skill-Based Assessments
Goal 10: Career Planning and Development Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.	

Psychology Bachelor's Degrees: National Trends

**In 2008-2009,
94,271
graduates**

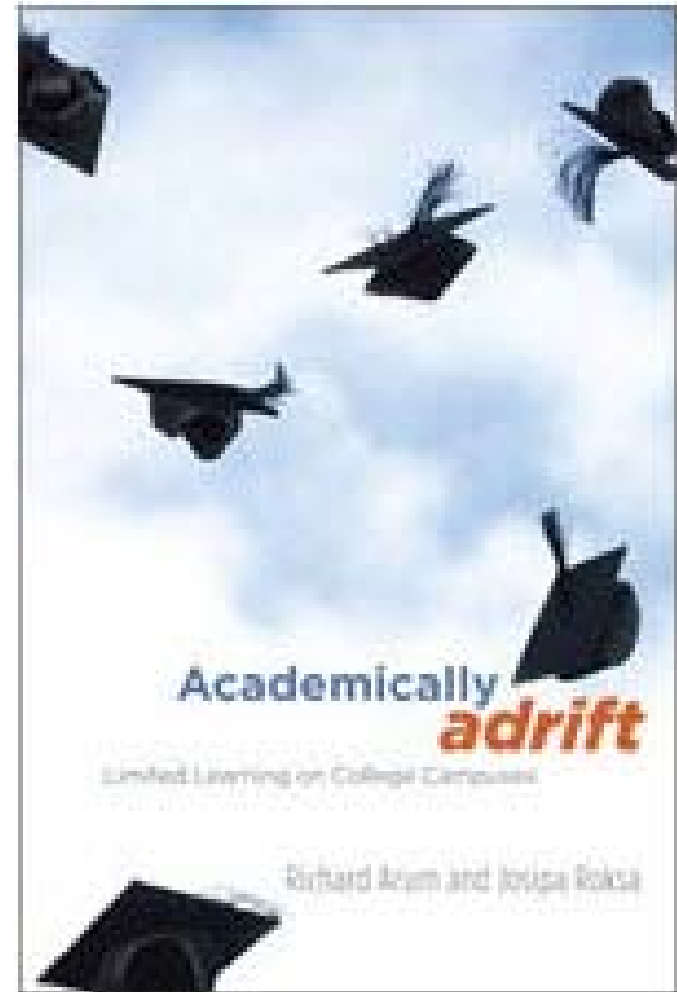


Employer Expectations

- Employer survey: What recent graduates **LACK** (percent of employers reporting the skill lacking in parentheses)
 - Global knowledge (46%) – Goal 8
 - Self-direction (42%) – Goal 9
 - Writing skills (37%) – Goal 7
 - Critical thinking skills (31%) – Goal 3
 - Adaptability (30%) – Goals 9 & 10 (?)
 - Self-knowledge (26%) – Goal 9

Academically Adrift

- “Occupational destinations in modern economies are increasingly dependent on an individual’s academic achievements. The attainment of long-term occupational success in the economy requires not only academic credentials, but very likely also academic skills.”



Next Steps...
(Clarion Call)

There are precedents
in place that allow for
large-scale
assessment of skills...

Assessment Centers

- First industrial use in 1956 at AT&T
 - Tasks:
 - Leaderless group discussion
 - In-basket task
 - Business games
 - Projective tests
 - In-depth interview
 - Personal history form
-

Assessment Center Guidelines

- Multiple assessment techniques are used, at least one of which must be a simulation.
 - Multiple trained assessors are used.
 - The overall judgment regarding the applicant must be based on a combination of multiple assessors and multiple assessments.
 - Simulation exercises must be reliable, objective, and job-related.
 - All behaviors measured must be job-related.
-

AP Psychology Exam

- Over 175,000 high school students took the AP Psychology Exam in 2010
 - Two-thirds of the AP score is based on 100 multiple choice items
 - One-third of the AP score is based on two free-response essays
 - Students typically must go beyond the definition of terms and make real-world connections to terminology via application of information
-

DMV Requirements for a Driver's License (Idaho)

- Vision screening
- Written knowledge test (may miss 6 out of 40)
- Skills test (evaluates your ability to drive a vehicle safely, demonstrate good driving habits, and obey traffic laws in a variety of driving situations)
 - Pre-drive check
 - Driving test



Useful Rubrics Available

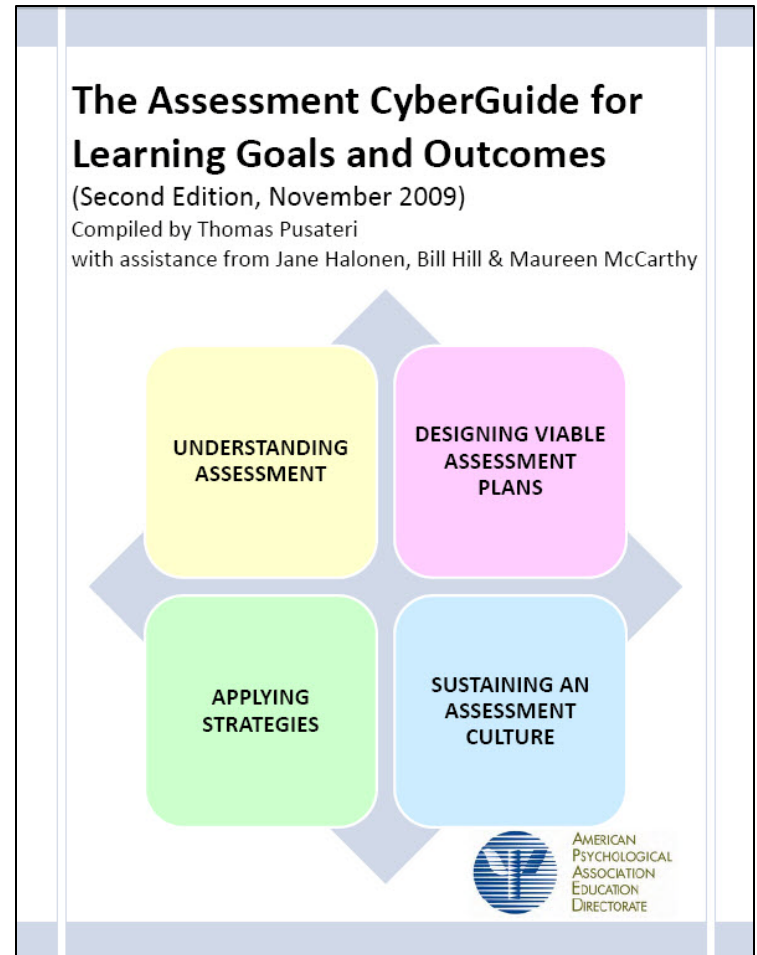
Table 4. Description of Proficiency Levels of the Ethical Reasoning Domain

Components of Ethical Reasoning	Levels of Proficiency				
	Before Training	Basic Introductory Psychology	Developing	Integrating Advanced Undergraduate	Professional Graduate and Beyond
Awareness of ethical standards	Shows limited awareness of or misconstrues general ethical practices in psychology	Recognizes existence of and rationale for ethical standards	Can identify how ethical standards apply to a given research example	Can identify how ethical standards enhance or constrain research	Monitors ethical practices in areas of research specialization
Evaluation of ethical practices	May assume that psychologists generally tend to be ethically misguided	Can identify gross violations of ethical standards in practice	Can apply ethical standards to given examples to judge the quality of ethical practice	Recognizes more subtle ethical breeches and suggests alternatives	Routinely evaluates research from an ethical standpoint as an ongoing professional responsibility
Adherence to ethical standards	Not applicable	Accepts ethical conditions required to participate in science but tends to question necessity	Accepts and adheres to prescribed ethical protocols when prompted	Executes appropriate ethical safeguards as a researcher's responsibility	Advocates for the best ethical practices to protect the public and improve the discipline

From: Halonen, Bosack, Clay, McCarthy, Dunn, Hill, McEntarffer, Mehrotra, Nesmith, Weaver, and Whitlock (2003)

Assessment Resource Examples

- Assessment Cyberguide
http://www.apa.org/ed/critique_study.html
- Assessing student learning: A collection of evaluation tools (Johnson & Vosmik, 2009)
[An STP/Division Two resource]



Support for Assessment Research

- Psi Chi/STP Assessment Resource Grants
 - The purpose is to support projects to develop assessment tests/instruments/processes to demonstrate student acquisition of Goals 2, 4, and 5 of the APA Guidelines for the Undergraduate Psychology Major.
 - Up to 3 grants of \$2000 each can be awarded each year.
-

Bloom's Taxonomy (Revised)

Creating

- Generating, hypothesizing, planning, designing, producing, constructing

Evaluating

- Checking, coordinating, monitoring, testing, critiquing, judging

Analyzing

- Differentiating, discriminating, distinguishing, focusing, selecting, organizing, integrating, outlining, parsing, structuring, attributing, deconstructing

Applying

- Executing, carrying out, implementing, using

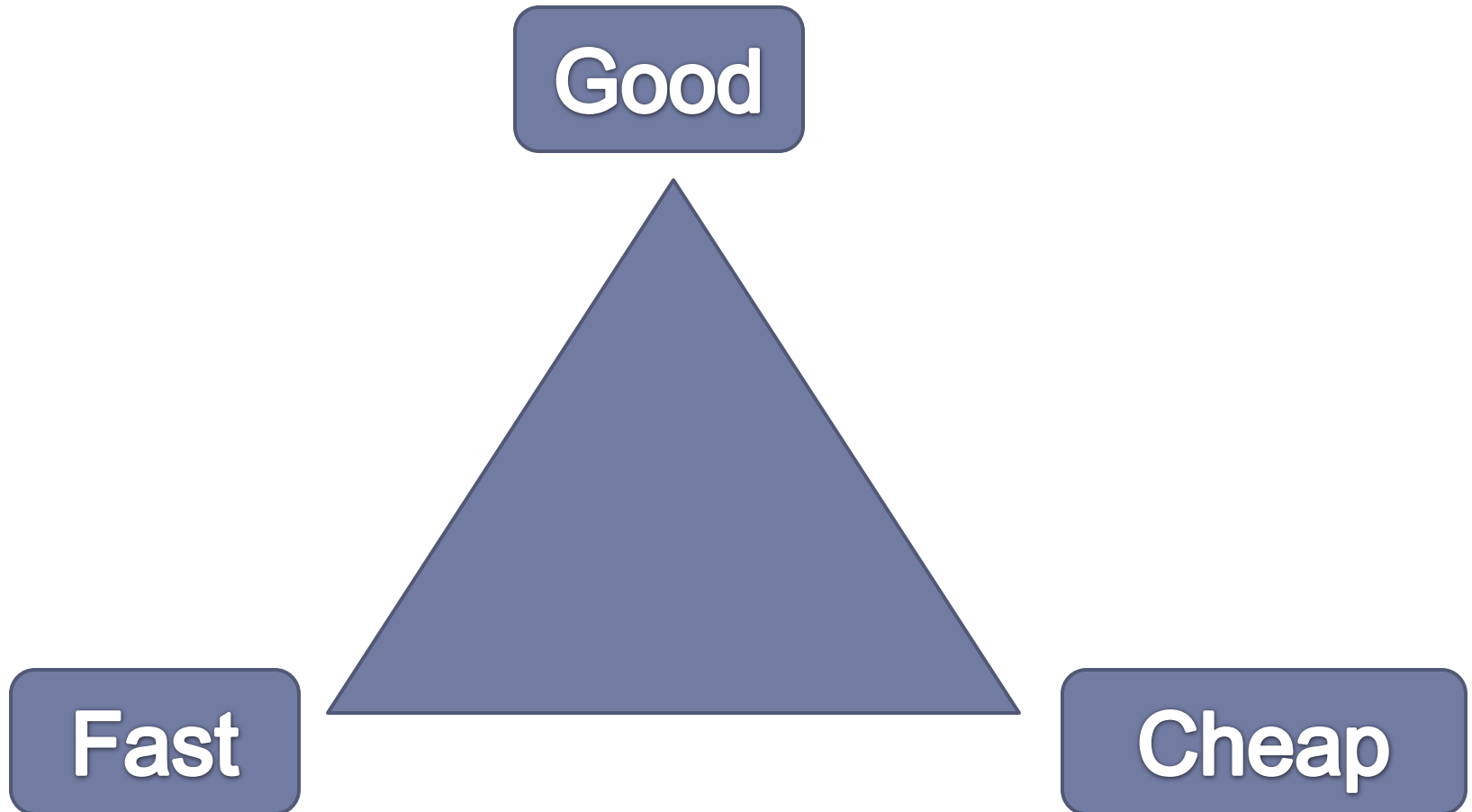
Understanding

- Interpreting, clarifying, paraphrasing, representing, translating, exemplifying, illustrating, classifying, categorizing, subsuming, summarizing, abstracting, generalizing, inferring, concluding, extrapolating, predicting, comparing, contrasting, mapping, matching, constructing models

Remembering

- Recognizing, identifying, recalling, retrieving

You only get two...



The Next Time I Teach PSYC 101...

- My five themes:
 - What does psychology teach us about behavior change?
 - What are the psychological markers that distinguished sadness and being “bummed out” from clinical depression?
 - How do our past experiences influence our future behavior?
 - What does it mean to “think like a psychologist?”
 - What are the most salient principles of psychology that apply to effective parenting?
-

Choosing, Implementing, and Assessing APA's New Guidelines for Undergraduate Psychology Majors

Drew Appleby

Indiana University-Purdue University Indianapolis

Eric Landrum

Boise State University

Bill Buskist

Auburn University

► Drew

- The rationale and purposes of the Guidelines
- The ten Guidelines
- How the Guidelines have been incorporated into IUPUI's undergraduate psychology program
- How the Guidelines can prepare psychology majors for the workforce
- How the Guidelines are taught and assessed in an orientation to a major in psychology class

► Eric

- Strategies to assess the Guidelines
- How the Guidelines are taught and assessed in a capstone class

► Bill

- How psychology majors can use the skills included in the Guidelines to survive and thrive in graduate school

► You

- Questions and discussion

- **Why were the Guidelines developed?**
- To meet the mounting tide of concern about the efficacy of higher education and its perceived lack of accountability (i.e., What exactly are psychology students learning in return for the increasing cost of their college degrees?)
- APA's Board of Educational Affairs addressed these issues by calling for a comprehensive set of learning goals and outcomes that would be:
 - ▶ broad enough to meet the diversity of undergraduate psychology programs (that are located in schools of science, liberal arts, and education) and
 - ▶ flexible enough to support a wide range of:
 - institutional missions
 - departmental resources
 - faculty expertise
 - student characteristics
- In addition to justifying the value of an undergraduate education in psychology, these guidelines were also created to aid in:
 - ▶ curriculum design
 - ▶ goal setting
 - ▶ assessment activities

■ **What do the Guidelines accomplish?**

- They confirm psychology as a science.
- They establish a common identity within the discipline.
- They describe a clear set of learning goals and outcomes for the psychology major that can serve as the basis for authentic assessment activities.
- They contribute to the recent international efforts to articulate goals and outcomes for the psychology major.
- They provide a common set of outcomes that can aid in the development and evaluation of distance-learning courses and programs by promoting expectations for student learning comparable to those used in traditional classrooms.

APA's Ten Guidelines for Undergraduate Psychology Majors

**[http://www.apa.org/ed/precollege
/about/psymajor-guidelines.pdf](http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf)**

The first five Guidelines deal with knowledge, skills, and values consistent with the science and application of psychology.

Guideline #1

Knowledge Base of Psychology

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Guideline #2

Research Methods in Psychology

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Guideline #3

Critical Thinking in Psychology

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Guideline #4

Application of Psychology

Students will understand and apply psychological principles to personal, social, and organizational issues.

Guideline #5

Values in Psychology

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

The second five Guidelines deal with the knowledge, skills, and values consistent with a liberal arts education that can be further developed in psychology.

Guideline #6

Information and Technological Literacy

Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Guideline #7

Communication Skills

Students will be able to communicate effectively in a variety of formats.

Guideline #8

Socio-Cultural and International Awareness

Students will recognize, understand, and respect the complexity of socio-cultural and international diversity.

Guideline #9

Personal Development

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Guideline #10

Career Planning and Development

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Each Guideline also contains a set of specific and measurable learning outcomes.

The following slide contains the outcomes for Guideline #10 for illustration and to serve as an introduction to the next section of my presentation in which the Guideline's utility in preparing psychology majors for the workforce will be investigated.

Specific Learning Outcomes for Guideline #10

10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) when formulating career choices.

10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, post-baccalaureate education, or both.

10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.

10.4 Identify and develop skills and experiences relevant to achieving selected career goals.

10.5 Articulate how changing societal needs can influence career opportunities and foster flexibility about managing changing conditions.

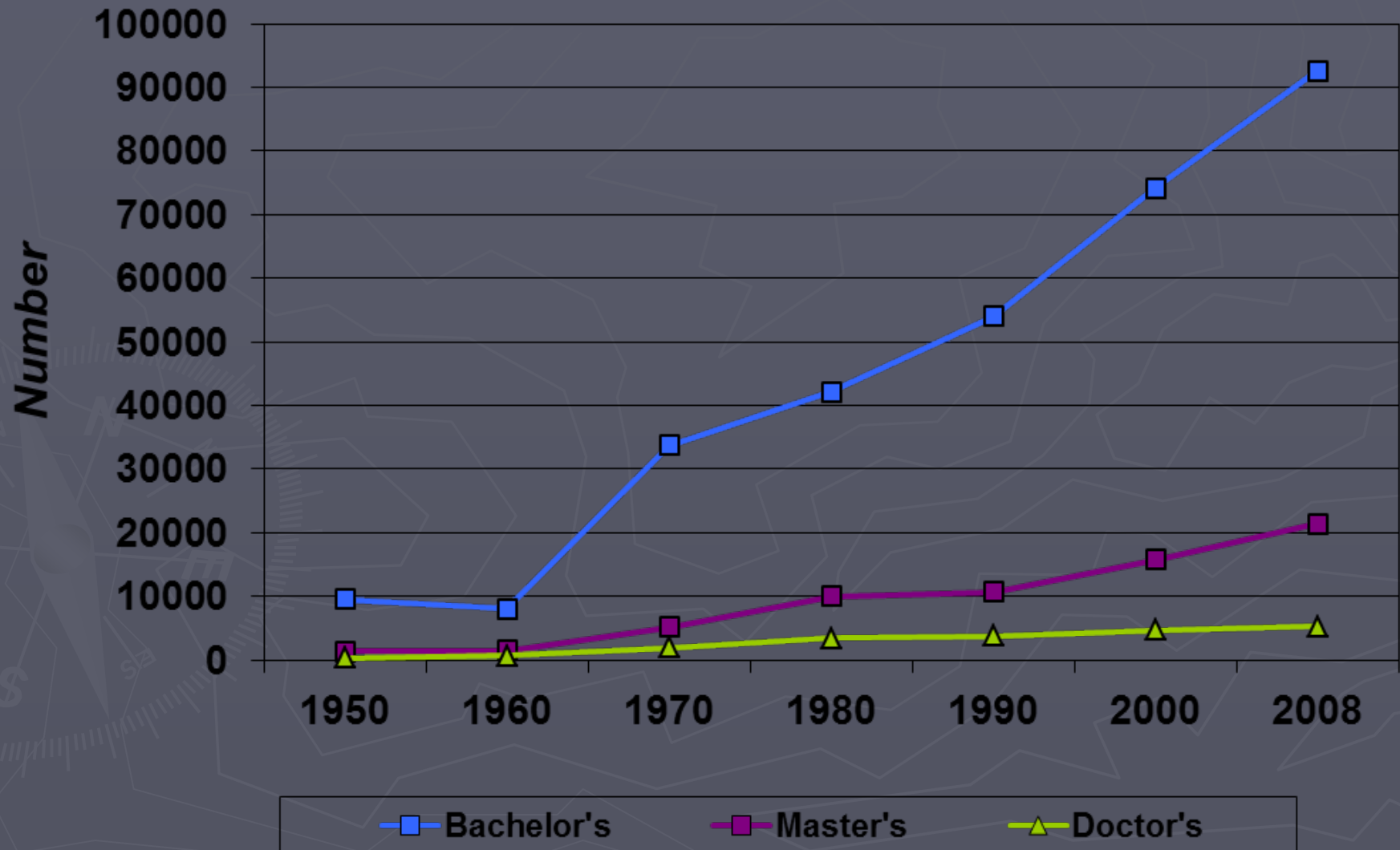
10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.

**How Do IUPUI's Principles of
Undergraduate Learning
Provide Psychology Majors
With Opportunities to
Develop the Skills Valued
by Employers**



The slide with
the GOOD news.

Number of Degrees Awarded in Psychology from 1950 to 2008

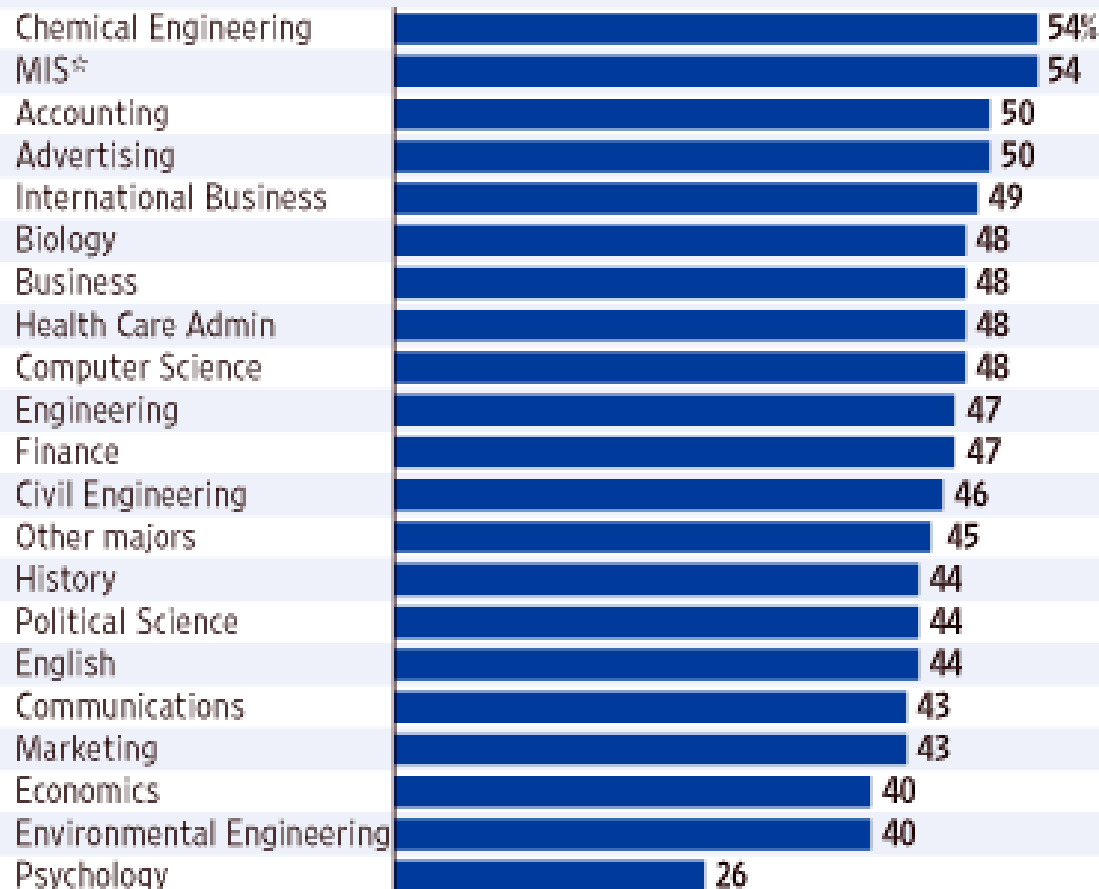


The slide with
the BAD news.



Satisfaction Not Guaranteed

Percentage of college graduates, sorted by major, who answered 'satisfied' or 'very satisfied' to the question: 'Overall, how satisfied are you with your current career path up to now?'



*Management Information Systems

Survey was conducted between April and June 2010, of people who graduated college between 1999 and 2010, with 10,800 respondents. Margin of error ranges between 2% and 7%, depending on major. Survey was limited to grads in a set of jobs deemed satisfying, well-paid and with growth potential. Source: PayScale.com

- ▶ The Principles of Undergraduate Learning (PULs) are the essential ingredients of the general education that IUPUI faculty want all undergraduate students to receive, regardless of their major.
- ▶ More specific Student Learning Outcomes (SLOs) for psychology majors—based on APA's Guidelines—have been developed by the faculty in the Psychology Department to complement the University's PULs.
- ▶ Together, these PULs and SLOs provide our majors with the skills they will need to lead thoughtful, productive, responsible, and personally fulfilling lives after they graduate.

Although the purpose of an undergraduate education at IUPUI is much more broad than simply preparing its graduates to enter the workforce, it would be woefully incomplete if it did not provide students with opportunities to identify, value, practice, and strengthen the skills they will need to enter and succeed in today's highly competitive job market.

**The remainder of
this section of my
presentation is
composed of the
following three
components.**

Component #1

IUPUI's PULs and specific
examples of their learning
outcomes

Component #2

The SLOs of IUPUI's Undergraduate Psychology Program—derived from APA's Guidelines—that can be mapped to the PULs' learning outcomes

Component #3

Explanations of the relationship between these SLOs and the results of a meta-analytic study I performed that identified the skills employers report they seek in potential employees

The following slides will demonstrate how IUPUI psychology majors develop the skills employers seek as they use their undergraduate educations to accomplish:

APA's Guidelines

our University's PULs

our Psychology Department's SLOs

PUL #1A: Language Skills

Specific Learning Outcome of this University PUL

Express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual

Psychology SLOs Equivalent to this Learning Outcome

- ▶ Demonstrate effective writing skills
- ▶ Demonstrate effective speaking skills

Appleby (2009) discovered that employers value the following **COMMUNICATION SKILLS** in their current employees and hire new employees who can provide compelling evidence that they possess these skills.

- ▶ Writing skills
- ▶ Speaking skills

PUL #1B: Quantitative Skills

Specific Learning Outcome of this University PUL

Identify and propose solutions for problems using quantitative tools and reasoning

Psychology SLO Equivalent to this Learning Outcome

- Use scientific research methods in psychology including design, data analysis, and interpretation to solve problems related to behaviors and mental processes

Employers value the following **RESEARCH SKILLS** in their current employees and hire new employees who can provide compelling evidence that they possess these skills.

- ▶ Find, gather, and organize information from a variety of sources
- ▶ Use statistical and quantitative skills to summarize, organize, and analyze data

PUL #1C: Information Resources Skills

Specific Learning Outcome of this University PUL

Make effective use of information resources and technology

Psychology SLOs Equivalent to this Learning Outcome

- ▶ Demonstrate information competence by identifying, locating, evaluating, and retrieving written and electronic information
- ▶ Utilize computers and other technologies for many purposes

Employers value the following
INFORMATION RESOURCE SKILLS
in their current employees and hire new
employees who can provide compelling
evidence that they possess these skills.

- ▶ Find, gather, evaluate, and organize information from a variety of written and electronic sources
- ▶ Demonstrate computer and technological skills

PUL #2: Critical Thinking

Specific Learning Outcome of this University PUL

Remember, understand, apply, analyze, evaluate, and create knowledge, procedures, processes, or products

Psychology SLOs Equivalent to this Learning Outcome

- ▶ Remember
- ▶ Understand
- ▶ Apply
- ▶ Analyze
- ▶ Evaluate
- ▶ Create

Employers value the following **CRITICAL THINKING SKILLS** in their current employees and hire new employees who can provide compelling evidence that they possess these skills.

- ▶ To remember information accurately
- ▶ To understand and explain information from different perspectives
- ▶ To apply information to solve problems
- ▶ To analyze complex materials into their constituent parts
- ▶ To evaluate the validity of information to reach valid conclusions
- ▶ To create new knowledge by integrating existing information in new, unique, and useful ways

PUL #3: Integration and Application of Knowledge

Specific Learning Outcome of this University PUL

Enhance their personal lives

Psychology SLOs Equivalent to this Learning Outcome

- ▶ Develop self-awareness by identifying personal strengths, weaknesses, values, and goals
- ▶ Develop a realistic plan about how to pursue a career in psychology or a psychology-related field

Employers value the following
**INTEGRATION AND APPLICATION
OF KNOWLEDGE SKILLS** in their
current employees and hire new
employees who can provide compelling
evidence that they possess these skills.

- ▶ To exhibit effective time, stress, and conflict management skills
- ▶ To demonstrate the ability to understand, monitor, and regulate themselves
- ▶ To explore, develop, plan, manage, and experience career options

PUL #3: Integration and Application of Knowledge...

Specific Learning Outcome of this University PUL

Meet professional standards and competencies

Psychology SLO Equivalent to this Learning Outcome

- ▶ Apply psychological knowledge and methods to personal, social, and organizational issues

Employers value the following
**INTEGRATION AND APPLICATION
OF KNOWLEDGE SKILLS** in their
current employees and hire new
employees who can provide compelling
evidence that they possess these skills.

- ▶ To plan, organize, and carry out projects successfully
- ▶ To manage human, financial, spatial, and temporal resources effectively

PUL #3: Integration and Application of Knowledge...

Specific Learning Outcome of this University PUL

Further the goals of society

Psychology SLO Equivalent to this Learning Outcome

- ▶ Apply psychological knowledge and methods to personal, social, and organizational issues

Employers value the following
**INTEGRATION AND APPLICATION
OF KNOWLEDGE SKILLS** in their
current employees and hire new
employees who can provide compelling
evidence that they possess these skills.

- ▶ To apply information to solve personal, social, and organizational problems

PUL #4: Intellectual Depth, Breadth, and Adaptiveness

Specific Learning Outcome of this University PUL

Show substantial knowledge and understanding of at least one field of study

Psychology SLO Equivalent to this Learning Outcome

- ▶ Remember and understand the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology

Employers value the following
**INTELLECTUAL DEPTH, BREADTH,
AND ADAPTIVENESS SKILLS** in their
current employees and hire new
employees who can provide compelling
evidence that they possess these skills.

- ▶ To understand the behavior of others and themselves from many perspectives
- ▶ To use higher-order analysis to break down complex wholes into their constituent parts
- ▶ To adapt, cope, and display flexibility in new situations

PUL #5: Understanding Society and Culture

Specific Learning Outcome of this University PUL

Compare and contrast the range of diversity and universality in human history, societies, and ways of life

Psychology SLO Equivalent to this Learning Outcome

- Recognize, understand, and respect the complexity of socio-cultural and international diversity

Employers value the following
**UNDERSTANDING CULTURE AND
SOCIETY SKILLS** in their current
employees and hire new employees who
can provide compelling evidence that
they possess these skills.

- ▶ To deal effectively and sensitively with
diverse populations

PUL #5: Understanding Society and Culture...

Specific Learning Outcome of this University PUL

Operate with civility in a complex world

Psychology SLO Equivalent to this Learning Outcome

- ▶ Collaborate in a civil and effective manner as a member of diverse groups to accomplish complex tasks.

Employers value the following
**UNDERSTANDING CULTURE AND
SOCIETY SKILLS** in their current
employees and hire new employees who
can provide compelling evidence that
they possess these skills.

- ▶ To collaborate effectively in diverse groups, teams, organizations, and systems

PUL #6: Values and Ethics

Specific Learning Outcome of this University PUL

Understand ethical principles within diverse cultural, social, environmental, and personal settings

Psychology SLO Equivalent to this Learning Outcome

- Understand and abide by the ethics of psychology

Employers value the following
VALUES AND ETHICS SKILL in their
current employees and hire new
employees who can provide compelling
evidence that they possess this skill.

- ▶ To behave in an ethical manner

The conclusion you should draw from this portion of my presentation is that APA's Guidelines, our University's PULs, and our Department's SLOs are not meaningless, abstract phrases created by faculty and administrators who are out of touch with the "real world." They are, in fact, carefully crafted sets of expectations that have been used to construct a comprehensive curriculum designed to prepare psychology majors for life in general and also for their life's work.

**How Three of the
Psychology Department's
SLOs Are Targeted and
Assessed in B103
Orientation to a Major in
Psychology**

B103 Orientation to a Major in Psychology is...

- **a one-credit hour course**
- **required for all psychology majors**
- **capped at 35 students per section**
- **a challenging course, not because of the inherent difficulty of its content, but because it requires a considerable amount of work and serious reflection about personal, academic, and career-related issues**

The Purpose

B103 is designed to produce “savvy psychology majors” who can provide clear, coherent, and confident answers to the following career-planning questions.

- 1. What occupations can I enter if I major in psychology?**
- 2. What specific sets of knowledge, skills, and characteristics (KSCs) must I possess to enter and succeed in these occupations?**
- 3. How can I use both the curricular and extracurricular resources and activities of my undergraduate education to develop these KSCs?**
- 4. Who can serve as a mentor to guide me in the identification, selection, and engagement in these resources and activities.**
- 5. What strategies can I use to convince employers or graduate school admissions committees to hire me or admit me into their programs?**

The Process

Students engage in the following activities in B103

Write eight one-page papers in APA Style

Study for and take 10 short quizzes that cover material from the textbook

Create a Career Plan A and a Career Plan B

Construct a complete, semester-by-semester graduation plan

Present a collaborative oral report on a campus resource or opportunity

Take field trips to our Advising Office and Career Center

Listen to and interact with a panel of graduate students and graduate faculty

Create a “dream” resume or *curriculum vitae*

Combine their papers, graduation plan, and resume/CV into a poster

Present their poster during a poster session on the final day of class

Invite an “honored guest or guests” to the poster session

B103 Paper Evaluation Form

Author's Name: _____ Paper Number: _____

TA's Name: _____ Date: _____

APA Style Requirements	Yes	No	Comments or Suggestions			
Proper Usage and Formal Style						
1. No Wordiness (i.e., Economy of Expression)						
2. No Colloquial, Slang, or Imprecise Language						
3. No Grammar and/or Spelling Errors						
4. No Contractions						
Ethical Compliance and Citation Correctness						
5. A Source Was Cited in Question #1						
6. Above Source Was Cited in Correct APA Style						
7. A Source Was Cited in Question #2						
8. Above Source Was Cited in Correct APA Style						
9. A Source Was Cited in Question #3						
10. Above Source Was Cited in Correct APA Style						
11. A Source Was Cited in Question #4						
12. Above Source Was Cited in Correct APA Style						
Reference Page						
13. Correct Reference Page Format						
14. Correct Authors						
15. Correct Dates						
16. Correct Titles						
17. Correct Retrieval Information						
18. Correct Order of References						
19. Each Reference Matches an In-Text Citation						
20. Complete Running List of All References Cited						
Total APA Yeses and Noes						
APA Style Score*	0	1				
Content Completeness Score*	0	1	2	3	4	
Ethical Compliance Score (5+7+9+11)*	0	1	2	3	4	
Content Correctness Score (Dr. A will score this.)*	0	1	2	3	4	
B103 Requirements						
Duplicate Reference Section Submitted	0	1				
Sufficient Total References	0	1				
2 or More New Citations Highlighted in <u>Both</u> the Paper <u>and</u> the Reference Section	0	1				
Paper Headings Are Verbatim from the Syllabus	0	1				
Feedback Points Earned by the Author*	0	1				
Late Papers						
1 st Late Paper						
2 nd to 10 th Late Paper (50% penalty)						

APA Style Score → 2 Points = 16-20 Yeses, 1 Point = 11-15 Yeses, 0 Points = 0-10 Yeses

My Seven-Step Assessment Strategy

1. **Identify the course's most crucial student learning outcomes (SLOs).**
2. **Create assignments to assess students' accomplishment of these SLOs.**
3. **Develop effectiveness ratings for student performance on these assignments.**
4. **Gather, analyze, and interpret evaluation data from these assignments.**
5. **Create data-based changes designed to increase student performance in SLOs that are not accomplished at an acceptable level of effectiveness**
6. **Implement these changes the next time the course is offered.**
7. **Repeat Step 4 to see if these changes produced the desired outcomes.**

The following slide provides B103's SLOs and the assignments used to assess them.

B103's Targeted Student Learning Outcomes and the Assignments Used to Assess Their Accomplishment

Targeted Student Learning Outcome	Assignment(s) Chosen to Assess the Accomplishment of this SLO
Collaboration Skills	<ol style="list-style-type: none">1. COR report score2. COR collaboration report score3. Outside-of-class TA meetings4. Ability to use feedback scores5. Class attendance
Self-Awareness and Career Planning Skills	<ol style="list-style-type: none">1. Completion scores on papers2. Correctness scores on papers
APA-Style Writing Skills	<ol style="list-style-type: none">1. APA-Style scores on papers

APA Guidelines and the Capstone Course: Large Course Challenges and More

R. Eric Landrum

Department of Psychology



elandru@boisestate.edu

*Symposium: Choosing, Implementing, and Assessing APA's New Guidelines for
Undergraduate Psychology Majors*

Farmingdale State College Teaching of Psychology Conference
Tarrytown, NY
March 26, 2011

APA Guidelines for the Undergraduate Psychology Major

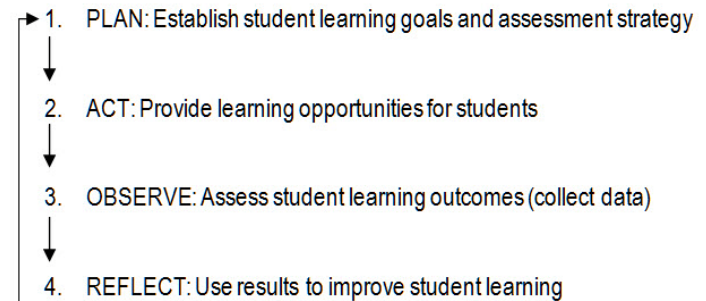
1. **Knowledge base of psychology**—students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 2. **Research methods in psychology**—students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
 3. **Critical thinking skills in psychology**—students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
 4. **Application of psychology**—students will understand and apply psychological principles to personal, social, and organizational issues.
 5. **Values in psychology**—students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
 6. **Information and technological literacy**—students will demonstrate information competence and the ability to use computers and other technology for many purposes.
 7. **Communication skills**—students will be able to communicate effectively in a variety of formats.
 8. **Sociocultural and international awareness**—students will recognize, understand, and respect the complexity of sociocultural and international diversity.
 9. **Personal development**—students will develop insight into their own and others' behavior and mental process and apply effective strategies for self-management and self-improvement.
 10. **Career planning and development**—students will emerge from their major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
-

Backward Design and Action Research

- Backward Design (Fink, 2003; Wiggins & McTighe, 1998)

1. Articulate learning goals first
2. Determine assessment method
3. Select pedagogical strategies

- Action Research



- Scholarship of Teaching and Learning

New Course Design

- First time teaching the capstone course (new prep)
 - Benefit of a sabbatical to plan course with student assistant (my RAs)
 - Utilized backward design
 - A large capstone course (about 125 students)
 - Another benefit of sabbatical: “Pre” research about expectations of juniors and seniors for a capstone course ($N = 92$; 23.4% response rate)
 - Instructor goal = survival
-

Student Expectations

Activities Expected by Capstone Students

Assignment or Course Activity	Percentage YES
identify appropriate actions to take after watching or reading scenarios	94.5
prepare a presentation on psychological subject of choice	84.6
take quizzes	80.4
learn professionalism and proper etiquette for interviews and professional interactions	75.0
answer clicker questions	74.4
write a paper about the history of psychology	73.9
write a personal statement	73.9
debate assigned topics in class	72.8
create an effective Powerpoint on a psychological subject and present it to others	72.8
create a cover letter	71.4
take tests	69.6
create a resume	69.6
complete a group project	65.2
create a poster that could be presented at a regional conference	64.1
create SPSS files	63.6
find statistical errors in a data set	60.9
spot check an SPSS document for errors and be able to resolve errors	59.1
create a curriculum vita	49.5
complete an intellectual genealogy about who has influenced your own psychological development	46.2
create a budget plan	35.9
create a podcast on a psychological issue or topic	18.7
create a wiki about the history of psychology	13.2

Knowledge Expected to Be Acquired by Capstone Students

Expected Knowledge Acquired	<i>M</i>	<i>SD</i>
my options for what I can do with my psychology degree	4.35	0.8
communication skills that foster greater awareness and understanding	4.26	0.7
how to take an eclectic, multiple perspective approach on complex issues	4.23	0.8
the requirements necessary for graduation	4.22	1.0
the steps needed to take when applying to graduate school	4.14	1.0
how to defend arguments appropriately	4.14	0.8
how to effectively evaluate my work and others' work	4.11	0.8
how to assess the accuracy of everyday information sources from the news, commercials, Internet, and people around you	4.10	0.9
the contributions that various psychologists have made over time	4.01	0.9
the rules for writing in APA format	4.00	0.9
about the major historical figures in psychology	3.98	0.9
effectively participate in group discussions with peers and professionals	3.93	0.9
about how to use appropriate statistical methods	3.89	1.0
how to interpret SPSS outputs correctly	3.88	1.1
how to deliver lecture materials in a clear, concise manner	3.75	1.0
the date of the founding of psychology	3.36	1.1

Expected Skills to be Attained by Capstone

Expected Skills Attained	<i>M</i>	<i>SD</i>
talk with confidence about psychological topics	4.45	0.7
identify appropriate actions to take, based on psychological research, after watching or reading scenarios	4.30	0.8
effectively express thoughts and opinions with confidence	4.28	0.9
evaluate psychological literature effectively	4.27	0.8
use appropriate research skills	4.17	0.9
make an informed decision on graduate school	4.14	1.0
write a research paper in APA format	4.09	0.9
learn professionalism and proper etiquette for interviews and professional encounters	4.09	1.0
evaluate journal articles in a critical manner	4.08	0.9
know some of the faculty in the psychology department	4.08	1.1
effectively defend one side of an issue	4.07	0.9
know how to follow steps in the graduate school application process	4.07	1.1
develop an outline to adjust to the professional world if I choose not to attend graduate school	4.02	1.1
effectively critique arguments	4.00	0.9
know how to submit academic work to local regional professional conferences	3.98	1.0
use SPSS efficiently	3.97	0.9
create a resume	3.96	1.1
know how to get more involved in the psychology department if I want to	3.92	1.1
prepare a presentation on psychological subject of choice	3.89	1.1
write a cover letter	3.76	1.1
lead group discussions	3.75	1.0
take quizzes	3.73	1.1
develop a complete curriculum vita	3.64	1.2
spot check an SPSS document for errors and be able to catch them	3.62	1.2
debate assigned topics in class	3.59	1.1
create an effective Powerpoint presentation on a psychological subject and present it to others	3.59	1.2
take tests	3.58	1.2
create a poster that could be presented at a regional conference	3.58	1.0
create an SPSS file	3.56	1.2
answer clicker questions correctly	3.51	1.2
demonstrate basic Microsoft Word/Excel skills	3.47	1.2
complete group projects	3.44	1.3
find numerical errors in an SPSS dataset	3.43	1.2
write a paper about the history of psychology	3.40	1.1
create a working personal budget	3.13	1.2
complete an intellectual genealogy on a prominent figure in psychology	2.96	1.2
create an effective podcast on a psychological issue or topic	2.86	1.2
create a wiki about the history of psychology	2.76	1.0

Backward Design

Student Learning Objectives "By the end of this course, each student should be able to..."	Assessment Method (Evidence)	Teaching Method Pedagogical Approach
Reflect on the historical figures that have influenced their own psychological perspectives and intellectual development.		
Recognize the major influences in the development of psychology, and identify the historical significance of -isms.		
Speak meaningfully about a complex psychological topic.		
Comprehend the connections between different subfields in psychology, and be able to draw from prior knowledge and learning experiences to address a practical, applied issue.		
Select appropriate statistical analysis options and understand how to spot errors and overgeneralizations from data.		
Recognize and articulate that complex societal issues have multiple points of view, realizing that educated citizens need to appreciate multiple perspectives even when favoring one side of the issue.		
Comprehend and articulate the necessary preparations for (a) a good job with their bachelor's degree or (b) successful application for graduate school.		

Student Learning Objectives "By the end of this course, each student should be able to..."	Assessment Method (Evidence)	Teaching Method Pedagogical Approach
Reflect on the historical figures that have influenced their own psychological perspectives and intellectual development.	Students complete an intellectual genealogy assignment.	
Recognize the major influences in the development of psychology, and identify the historical significance of -isms.	Clicker questions are asked during class. Students complete history of psychology pre-survey and post-survey.	
Speak meaningfully about a complex psychological topic.	Each student creates a 3–4 minute persuasive podcast (and script in APA format) about a psychological topic (student's choice) using an evidence-based approach.	
Comprehend the connections between different subfields in psychology, and be able to draw from prior knowledge and learning experiences to address a practical, applied issue.	Each student writes an APA-style paper that directly addresses a key theme in psychology. Students select one of five themes provided by the instructor. This paper references both psychological literature and previous coursework.	
Select appropriate statistical analysis options and understand how to spot errors and overgeneralizations from data.	Students practice applying quantitative reasoning skills by interpreting SPSS outputs and written conclusions drawn from data, identifying and correcting errors and practicing statistical proofreading skills.	
Recognize and articulate that complex societal issues have multiple points of view, realizing that educated citizens need to appreciate multiple perspectives even when favoring one side of the issue.	Students write a paper (on a topic not previously written about in PSYC 487) that presents multiple points of view supported by citations. Students evaluate evidence from multiple perspectives and generate their own position.	
Comprehend and articulate the necessary preparations for (a) a good job with their bachelor's degree or (b) successful application for graduate school.	Each student prepares a personal statement and either a resume or curriculum vitae (student's choice); students observe and practice mock interviews as an in-class activity.	

Possible Teaching and Pedagogy Strategies

Table 1. List of Potential Teaching Methods, Activities, Approaches, and Strategies

Active Learning	Interactive Lectures	Recitation
Apprenticeships	Interactive Writing	Reflection Papers
Authentic Assessment	Interteaching	Reflective Discussion
Authentic Instruction	Interviewing	Reflective Practice
Blogs	Jeopardy	Report Writing
Book Reports	Jigsaws	Research Papers
Case Studies	Journal Writing	Research Projects
Chalk Talks	Just-in-Time Teaching	Role-Playing
Classroom Research	Keller method	Round-Table Discussion
Techniques	Knowledge Rating	Scored Discussions
Clickers	Laboratory-based	Self-Assessments
Collaborative Learning	Instruction	Self-Paced Learning
Computer Assisted	Learner Centered	Service Learning
Instruction	Learning Communities	Shared Inquiry
Computer-Based Training	Lecture	Simulations
Concept Grids	Letter Writing	Situated Learning
Concept Map	Literature Search	Situational Role Play
Concept Tests	Mastery Learning	Skits
Conducting Experiments	Mentoring	Small-Group Instruction
Contract Grading	Microteaching	Socratic Method
Cooperative Learning	Mock convention	Spiral Sequencing
Critical Instances	Modeling	Story Maps
Curriculum Centered	Muddiest Point	Storyboarding
Data Analysis	Nature Walks	Structured Controversy
Debates	Negative Brainstorming	Studio Teaching
Deductive Inquiry	Observation	Study Abroad
Demonstrations	One Minute Papers	Study Groups
Discovery-Based Learning	On-line Teaching	Study Guides
Discussion	Oral Reports	Supervised Practice
Experiential Learning	Outcome-based Learning	Surveys
Experimental Inquiry	Overheads	Symposium
Facilitative Questioning	Panel of Experts	Team Teaching
Faculty-student Research	Peer Instruction	Textbook Assignments
Field Observations	Peer Review	Think-Aloud
Flashcards	Peer Tutoring	Think-Pair-Share
Forecasting	Picture Mapping	Threaded Discussion
Freewriting	Podcasts	Three Minute Pause
Gallery Walk	Portfolio	Tutorials
Game-Based Learning	Position Paper	Universal Design
Grant Writing	Posters	Video Clips
Group Work	PowerPoint	Virtual Communities
Guest Speakers	Precision Teaching	Weblogs
Guided Imagery	Problem-Based Learning	Wikis
Guided Practice	Proposal Writing	Worksheets
Immersion	Quickwrite	Writing Across Curriculum
Independent Research	Reaction Papers	
Inductive Learning	Reciprocal Teaching	

Student Learning Objectives "By the end of this course, each student should be able to..."	Assessment Method (Evidence)	Teaching Method Pedagogical Approach
Reflect on the historical figures that have influenced their own psychological perspectives and intellectual development.	Students complete an intellectual genealogy assignment.	
Recognize the major influences in the development of psychology, and identify the historical significance of -isms.	Clicker questions are asked during class. Students complete history of psychology pre-survey and post-survey.	
Speak meaningfully about a complex psychological topic.	Each student creates a 3–4 minute persuasive podcast (and script in APA format) about a psychological topic (student's choice) using an evidence-based approach.	
Comprehend the connections between different subfields in psychology, and be able to draw from prior knowledge and learning experiences to address a practical, applied issue.	Each student writes an APA-style paper that directly addresses a key theme in psychology. Students select one of five themes provided by the instructor. This paper references both psychological literature and previous coursework.	
Select appropriate statistical analysis options and understand how to spot errors and overgeneralizations from data.	Students practice applying quantitative reasoning skills by interpreting SPSS outputs and written conclusions drawn from data, identifying and correcting errors and practicing statistical proofreading skills.	
Recognize and articulate that complex societal issues have multiple points of view, realizing that educated citizens need to appreciate multiple perspectives even when favoring one side of the issue.	Students write a paper (on a topic not previously written about in PSYC 487) that presents multiple points of view supported by citations. Students evaluate evidence from multiple perspectives and generate their own position.	
Comprehend and articulate the necessary preparations for (a) a good job with their bachelor's degree or (b) successful application for graduate school.	Each student prepares a personal statement and either a resume or curriculum vitae (student's choice); students observe and practice mock interviews as an in-class activity.	

Student Learning Objectives "By the end of this course, each student should be able to..."	Assessment Method (Evidence)	Teaching Method Pedagogical Approach
Reflect on the historical figures that have influenced their own psychological perspectives and intellectual development.	Students complete an intellectual genealogy assignment.	<ul style="list-style-type: none"> Review assignment instructions, provide tips for completion; provide grading rubric to students.
Recognize the major influences in the development of psychology, and identify the historical significance of -isms.	Clicker questions are asked during class. Students complete history of psychology pre-survey and post-survey.	<ul style="list-style-type: none"> Prepare, deliver lecture materials about the history of psychology
Speak meaningfully about a complex psychological topic.	Each student creates a 3–4 minute persuasive podcast (and script in APA format) about a psychological topic (student's choice) using an evidence-based approach.	<ul style="list-style-type: none"> Provide instruction on persuasive messages Provide instruction on how to create an effective podcast (demonstrate live in class) Listen to sample podcasts (with do's and don'ts) Access podcast/technology expertise from Academic Technologies
Comprehend the connections between different subfields in psychology, and be able to draw from prior knowledge and learning experiences to address a practical, applied issue.	Each student writes an APA-style paper that directly addresses a key theme in psychology. Students select one of five themes provided by the instructor. This paper references both psychological literature and previous coursework.	<ul style="list-style-type: none"> Remind students of key aspects of APA format as related to this assignment Utilize rough draft/final draft sequence; notecards; incorporate multiple peer reviewers; use Google Docs Students select from pre-approved topics.
Select appropriate statistical analysis options and understand how to spot errors and overgeneralizations from data.	Students practice applying quantitative reasoning skills by interpreting SPSS outputs and written conclusions drawn from data, identifying and correcting errors and practicing statistical proofreading skills	<ul style="list-style-type: none"> Create SPSS files with purposely embedded errors; teach students how to identify such errors Review key facets of quantitative reasoning and how evidence is used to support or refute arguments Use clicker questions to help review frequent, avoidable mistakes
Recognize and articulate that complex societal issues have multiple points of view, realizing that educated citizens need to appreciate multiple perspectives even when favoring one side of the issue.	Students write a paper (on a topic not previously written about in PSYC 487) that presents multiple points of view supported by citations. Students evaluate evidence from multiple perspectives and generate their own position.	<ul style="list-style-type: none"> Remind students of key aspects of APA format as related to this assignment Utilize rough draft/final draft sequence; notecards; incorporate multiple peer reviewers; use Google Docs Students select own topic.
Comprehend and articulate the necessary preparations for (a) a good job with their bachelor's degree or (b) successful application for graduate school.	Each student prepares a personal statement and either a resume or curriculum vitae (student's choice); students observe and practice mock interviews as an in-class activity.	<ul style="list-style-type: none"> Provide examples (do's and don'ts): personal statement, cover letter, resume, CV Show videotaped examples of mock interviews Discuss: appropriate dress for interviews (show video examples), use clickers for consensus Access expertise from Career Center

PSYC 487: Capstone: History & Systems

COURSE SYLLABUS, Spring 2011

Section 001: Tuesday & Thursday, 1:40pm-2:55pm, MP101

Instructor: Dr. Eric Landrum

Office: Education 616 (E616)	Email: elandru@boisestate.edu
Dept. Fax: (208) 426-4386	Dept. Phone: (208) 426-1207

Office Hours: Wednesday 9:45am-12:30pm. Other times by appointment—please email me at elandru@boisestate.edu to make an appointment.

Course Description: PSYC 487 CAPSTONE PERSPECTIVES: HISTORY AND SYSTEMS (3-0-3)(F/S). A detailed account of the history of psychology encompassing the philosophical antecedents of modern psychology as well as the influential pioneers. Topics include history of psychology as a field of scientific inquiry, overview of development of schools of thought, prominent figures and key theories. **PREREQ:** PSYC 321 and senior standing in psychology.

Student Learning Objectives and Assessment Methods

Student Learning Objectives "By the end of this course, each student should be able to..."	Assessment Method (Evidence)
Reflect on the historical figures that have influenced their own psychological perspectives and intellectual development.	Students complete an intellectual genealogy assignment.
Recognize the major influences in the development of psychology, and identify the historical significance of -isms.	Clicker questions are asked during class. Students complete history of psychology pre-survey and post-survey.
Speak meaningfully about a complex psychological topic.	Each student creates a 3-4 minute persuasive podcast (and script in APA format) about a psychological topic (student's choice) using an evidence-based approach.
Comprehend the connections between different subfields in psychology, and be able to draw from prior knowledge and learning experiences to address a practical, applied issue.	Each student writes an APA-style paper that directly addresses a key theme in psychology. Students select one of five themes provided by the instructor. This paper references both psychological literature and previous coursework.
Select appropriate statistical analysis options and understand how to spot errors and overgeneralizations from data.	Students practice applying quantitative reasoning skills by interpreting SPSS outputs and written conclusions drawn from data, identifying and correcting errors and practicing statistical proofreading skills.
Recognize and articulate that complex societal issues have multiple points of view, realizing that educated citizens need to appreciate multiple perspectives even when favoring one side of the issue.	Students write a paper (on a topic not previously written about in PSYC 487) that presents multiple points of view supported by citations. Students evaluate evidence from multiple perspectives and generate their own position.
Comprehend and articulate the necessary preparations for (a) a good job with their bachelor's degree or (b) successful application for graduate school.	Each student prepares a personal statement and either a resume or curriculum vitae (student's choice); students observe and practice mock interviews as an in-class activity.

Curriculum Mapping (To APA Guidelines)

APA Guidelines for the Undergraduate Psychology Major

1. **Knowledge base of psychology**—students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 2. **Research methods in psychology**—students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
 3. **Critical thinking skills in psychology**—students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
 4. **Application of psychology**—students will understand and apply psychological principles to personal, social, and organizational issues.
 5. **Values in psychology**—students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
 6. **Information and technological literacy**—students will demonstrate information competence and the ability to use computers and other technology for many purposes.
 7. **Communication skills**—students will be able to communicate effectively in a variety of formats.
 8. **Sociocultural and international awareness**—students will recognize, understand, and respect the complexity of sociocultural and international diversity.
 9. **Personal development**—students will develop insight into their own and others' behavior and mental process and apply effective strategies for self-management and self-improvement.
 10. **Career planning and development**—students will emerge from their major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
-

Student Learning Objectives "By the end of this course, each student should be able to..."	Mapping with APA Guidelines (Strong, Moderate, Somewhat)
Reflect on the historical figures that have influenced their own psychological perspectives and intellectual development. (Intellectual Genealogy)	Moderate: G-09 Personal Development Somewhat: G-01 Knowledge Base of Psychology Somewhat: G-03 Critical Thinking Skills in Psychology
Recognize the major influences in the development of psychology, and identify the historical significance of –isms. (History Pre-test, Post-test)	Somewhat: G-01 Knowledge Base of Psychology
Speak meaningfully about a complex psychological topic. (Podcast)	Strong: G-07 Communication Skills Moderate: G-06 Information and Technological Literacy Somewhat: G-04 Values in Psychology Somewhat: G-01 Knowledge Base of Psychology
Comprehend the connections between different subfields in psychology, and be able to draw from prior knowledge and learning experiences to address a practical, applied issue. (Application Paper)	Strong: G-04 Application of Psychology Moderate: G-07 Communication Skills Somewhat: G-01 Knowledge Base of Psychology
Select appropriate statistical analysis options and understand how to spot errors and overgeneralizations from data. (Quantitative Reasoning)	Strong: G-06 Information and Technological Literacy Strong: G-02 Research Methods in Psychology Moderate: G-03 Critical Thinking Skills in Psychology
Recognize and articulate that complex societal issues have multiple points of view, realizing that educated citizens need to appreciate multiple perspectives even when favoring one side of the issue. (Evidence-Based Position Paper)	Strong: G-04 Application of Psychology Strong: G-05 Values in Psychology Moderate: G-03 Critical Thinking Skills in Psychology Moderate: G-07 Communication Skills Somewhat: G-01 Knowledge Base of Psychology
Comprehend and articulate the necessary preparations for (a) a good job with their bachelor's degree or (b) successful application for graduate school. (Personal Statement, Resume/CV)	Strong: G-10 Career Planning and Development Somewhat: G-07 Communication Skills

Father Guido Sarducci



The Future of Psychology Education: Introducing the Quality Principles



Bill Buskist
Auburn University
buskiwf@auburn.edu

FARMINGDALE STATE COLLEGE
TEACHING OF PSYCHOLOGY CONFERENCE
March 2011

First, Congratulations to Farmingdale State College's Psychology Department

On the Silver Anniversary of its Annual
Conference on the Teaching of Psychology



Goals for Today's Talk. . .



- To Prompt Your Thinking about the Future of Psychology Education and How You Might Contribute to It.
- To Introduce to You the “Five Quality Principles” for Guiding Your Adventure into the Future.~

Reminiscent of a Very
Famous TV line—



“These are the voyages of the starship Enterprise,
it's continuing mission to explore a strange
new world, to seek out new life and new
civilizations, to boldly go where
no one has gone before.”~



Here's a More Appropriate Quotation. . .



We must attract, retain, and graduate a greater proportion of the population, with special emphasis from groups that are underrepresented in higher education. This call for action is just not a matter of social equality; it is necessary for this country and the future of this planet because the world cannot meet the growing technological and ethical demands of the coming decades without a better educated workforce and populace.

Diane Halpern et al. (2010 , p. 178)~

Breakaway Question. . .



- In your view, what factors might influence the future of psychology education?~

The Future of Psychology Education



Content

Students

Teachers

Technology

Pedagogy

Sociocultural
Issues

Economy

Educational
Values

How Do We Shape the Future of Psychology Education?



- What Role Should Students Play in Shaping the Future of Psychology Education?
- What Role Should Faculty Play?
- Administrators? Government?
- Other Stakeholders?~

A Little History...



- A Brief Overview of Previous Promptings For Anticipating and Shaping the Future~

Blasts from the Past: Blast 1— Focus on Teachers (1987)



- Chickering and Gamson's "Seven Principles for Good Practice in Higher Education"

(<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>)~

The Seven Principles of Good Practice in Higher Education



Encourages contact between students and faculty,
Develops reciprocity/cooperation among students,
Encourages active learning,
Gives prompt feedback,
Emphasizes time on task,
Communicates high expectations, and
Respects diverse talents and ways of learning~

Blasts from the Past: Blast 2— Focus on Students, Teachers, and Curriculum (1991-1994)



- The St. Mary's Conference

(<http://www.apa.org/ed/precollege/about/principles.aspx>)~

Key Principles from the St. Mary's Conference



- 5 Student-Based Principles

(Set clear and high expectations for students. . .)

- 4 Faculty-Based Principles

(Faculty development is considered a lifelong process and is nurtured by . . . regular institutional support to enhance and improve one's teaching . . .)

- 5 Curriculum-Based Principles

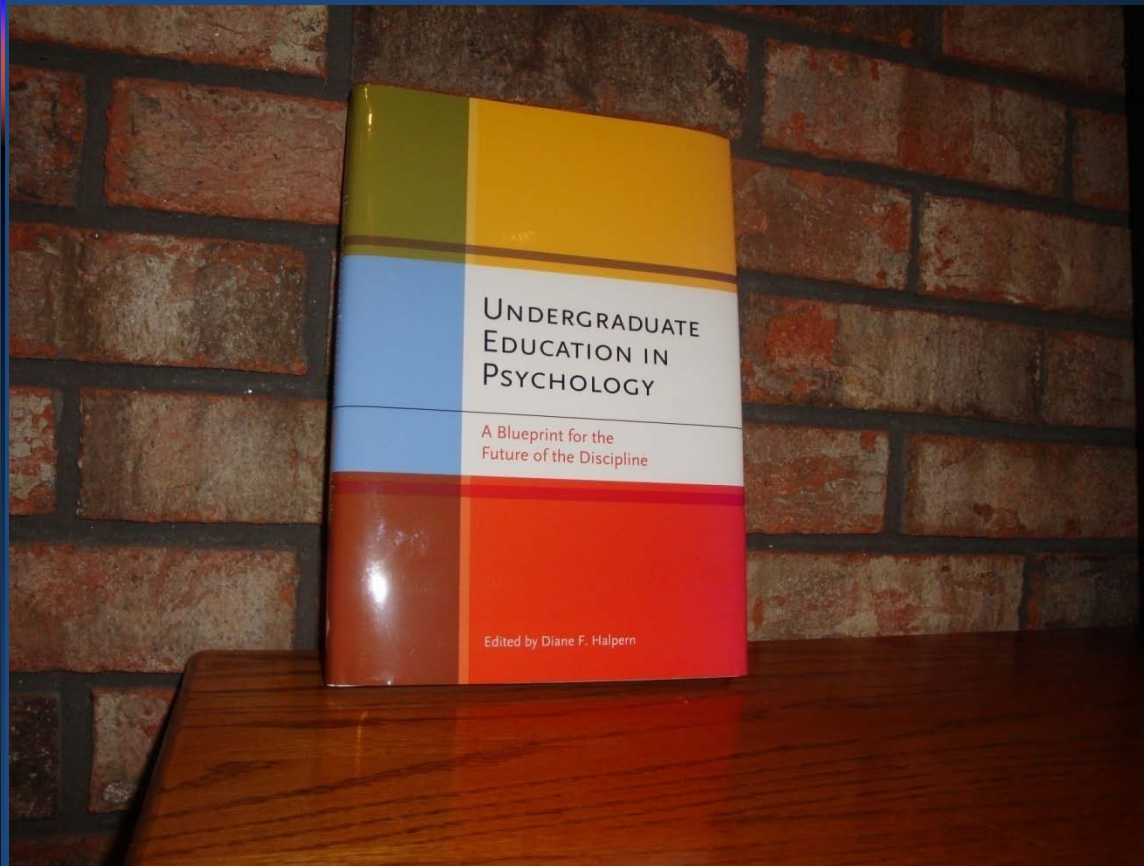
(. . .The curriculum is based on clear and rigorous goals.)~

The Present: 2008-2011



- Halpern et al.'s “Blueprint”
- (<http://www.apa.org/education/undergrad/principles.aspx>)
- Proposed in 2008 and Approved by the APA Council in 2011 (February)
- Focuses on Students, Teachers, Departments, Administrators, and Policy Makers/General Public~

The Book, the Future, the Plan



2008 National
Conference on
Undergraduate
Education in
Psychology

(pp. 161-173)~

The Five Quality Principles



QP 1: Students are responsible for monitoring and enhancing their own learning. Students should:

- Know How to Learn
- Be Responsible for Their Education
- Learn Through Encounters with Diversity
- Be Responsible for Planning Their Futures~

The Five Quality Principles



QP 2: Faculty strive to become scientist-educators who are knowledgeable about and use the principles of the science of learning. Faculty should:

- Be Ethical and Teach About Ethics
- Know/Use Principles of Human Learning
- Assess Their Teaching Quality Often~

QP2 (Continued)— Faculty Should:



- Teach Appropriate Critical Thinking Skills
- Teach Basic Skills Such as Numeracy, Communication, and Working with Others
- Infuse Diversity Issues In Their Courses
- Be Technologically Competent and Foster Such Competence in Students~

The Five Quality Principles



QP3. Psychology departments and programs create a coherent curriculum.

- Reinforce Psychology's Scientific Bases
- Biological Bases, Development, Learning and Cognition, and Sociocultural Courses
- Provide Applied Experiences for Students
- Writing, Speaking, Critical Thinking~

QP3 (Continued)



- Courses Should be Sequenced in Developmentally Appropriate Ways
- Faculty Within Departments Should Agree on Desired Learning Outcomes and Minor
- Formal Training in Teaching for All Psychology Graduate Students
- Courses Should Apply to Students' Lives~

The Five Quality Principles



QP 4: Administrators support and encourage quality practices in teaching and learning. Administrators should:

- Encourage Faculty to Engage in SoTL
- Assign Faculty to Teach ONLY Those Courses in They are Qualified~

QP 4 (Continued)— Administrators Should:



- Provide Adequate Resources for Lab-Based Courses
- Encourage Faculty to Engage in Life-Long Learning and Stay Current in Their Areas
- NOT Punish Their Faculty for Experimenting with New Teaching Ideas if Evaluations Are Low~

The Five Quality Principles



QP 5: Policy makers/general public understand why psychological literacy is necessary for informed citizens and an effective workforce.~

QP 5 (Continued)



- Psychologically Literate Citizens Have Well-Defined Vocabularies and a Basic Knowledge of the Subject Matter
- Psychologists Should Provide the Media with Accurate Depictions of Their Work and Call on Policy Makers to Use Those Findings to Inform Public Policies~

A Final Quotation. . .



Psychologically literate citizens the value intellectual challenges that require scientific thinking. . . They act ethically. They recognize and foster diversity. They are insightful about their own and others' behavior and mental processes. [They] know how to cooperate and help a group come to consensus, and they can discriminate science from pseudoscience.

Halpern et al. (2010, pp. 172-173)

Your Assignment—



- Choose 2-3 Aspects of the 5 Quality Principles and Devise a Plan or at Least an Idea of How You Might Implement these Practices in Your Teaching, Advising, and Professional Life as a Teacher of Psychology.~

The APA Guidelines and Surviving and Thriving in Graduate School

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Farmingdale Conference on Teaching of Psychology

March 2011

Goal for this Presentation





















- ▣ To Place in Context the 10 APA Guidelines with Regard to Their Importance for Getting Through Graduate School (“Surviving”) and Excelling in Graduate School (“Thriving”).~

Surviving and Thriving In Graduate School—Some Definitions

- ▣ Surviving—Doing Okay in the program, but not really impressing the faculty or preparing to be competitive for the job market
- ▣ Thriving—Building impressive skill sets that faculty notice and appreciate and becoming competitive for the job market.

Some Caveats

- ▣ All Guidelines are Useful to Some Extent in Preparing for and Surviving Graduate School
- ▣ All Guidelines are Not Created Equal in Terms of Their Helpfulness in Excelling in Graduate School
- ▣ This Presentation is Purely Based on Opinion and Anecdote and Not Hard Data!

APA Guideline		Low Impact	Medium Impact	High Impact
Knowledge				
Research Methods				
Critical Thinking				
Application			 	
Values				
Info & Tech Literacy				
Communication Skills				
Sociocultural and International Awareness				
Personal Development		 		
Career Planning			 	



Survive



Thrive